

# Childhood Education

**CHILDREN  
NEED CONTINUITY**

**November 1948**

**JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION**

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# Childhood Education

The Magazine  
for Teachers  
of Children

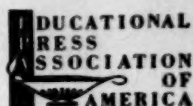
To Stimulate Thinking  
Rather Than  
Advocate Fixed Practice

## Next Month—

"Children Need Work and Play" is the theme for the December issue. Ethel Alpenfels discusses the theme from the point of view of an anthropologist. Sarah Glass and Delia Hussey consider work and play as ways in which children develop relationships.

"Play Is the Child's Way" is the title of the article by Clara Lambert. Clara Bloomberg gives a case study illustration of the use of play therapy. Rita Davidson, Joseph Bradley, Harriet Houdlette, and Elizabeth Hosking describe experiences out of which children's work and play needs are met. The American Friends Service Committee has contributed pictures illustrating work abroad for children.

"Films I have Seen and Liked" will be a new feature, prepared by Alberta Meyer, A.C.E. Fellow.



REPRINTS—Orders for reprints from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month of issue.

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**Tommy is now six and goes to first grade.**

**See him at five—*Childhood Education*, November 1947.**

*Washington Post photo*

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# Wherein Lies Continuity?

**I**S THE PRAYING MANTIS A THIRD grade insect? Are seven-year-olds always interested in Indians? Should the use of the dictionary be reserved for fourth grade? Should children know nothing of government until they are thirteen? What does six hundred thirty-two divided by seventeen mean to nine-year-old Nancy?

In an activity program, the kindergartners play house. The janitor and the teacher do all the schoolroom housekeeping. Tommy has been continuously promoted from nursery school to fourth grade. Now he sits in a remedial room with big ones and little ones. Fourteen-year-old Albert makes bookends in shop and helps to truck furniture on weekends between Washington, D. C., and Atlanta, Georgia.

Wherein lies continuity? In development, in experience, in process, or in all three? Does each individual have his own continuity? Is it laid down in the early processes of his development? Is it unique within him and patterned as he develops? Does continuity lie within the subject matter he learns in school? In the experiences he has outside school? What is continuity? Does it result from an osmosis of development and experience? Is it interaction that makes continuity?

For many years "education" has been built on subject matter to be learned. Courses of study set forth the areas to be experienced, the skills to be acquired. They schedule the grades in which all these things are supposed to happen. They define the amounts to be absorbed at any one time. Thoughtful, intelligent people establish scope and sequence out of their own experience

and knowledge. Children are expected to follow them.

Other thoughtful people look not only at courses of study but also at children. They ask: How can we use both planned and incidental experiences to give meaning to children's learning? How can we help children learn how to tie all these things together, to get something to hold to, to find something to live by and for?

There is no conflict between subject matter and human development. Each can and should come out of the other. Conflict arises between the limitations of scope and children's potentialities for growth, between the incompatibility of growth and subject matter sequences, between the arrangement of subject matter and patterns of human development.

An attempt has been made in this issue of **CHILDHOOD EDUCATION** to present continuity from both the developmental and subject matter points of view. No serious conflicts appear but differences of opinion do. The concluding article projects some of these differences into a third perspective—that of the school administrator—and suggests some ways of resolving them. Regardless of their approach, these authors believe that living and learning can be more meaningful to children.

**I**F WE ACCEPT THE FACT THAT THERE is no conflict between subject matter and development, is it too much to hope that interaction between the two will contribute a more meaningful continuity? Our problem then will not be one of confusion and conflict but one of diffusion and direction.—F.M.

# The Developmental Basis of Continuity

By SISTER MARY DE LOURDES

Director, School for Young Children  
Saint Josephs College, West Hartford, Connecticut

*What we know about continuity*

*How we use what we know*

*How continuity can be recognized*

*Its implications  
for the education of children*



Gedge Harmon

FROM THE FIRST MOMENT OF CON-  
ception development goes on apace  
with life. A lapse in the continuity of  
one endangers or ends the progress of  
the other. In prenatal life the twisting  
of the cord around the wrist of the  
fetus may result in the child's being  
born without the hand. Where nutri-  
tional needs are not met in early life,  
physical growth suffers a definite loss.

Gesell in his developmental studies  
and Ribble in her *Rights of Infants* are  
in practical agreement that as early as  
the eighth week of life the growth rate  
slackens in children deprived of par-  
ental love and care. Not only do these  
children fail to develop physically at  
the normal rate but their mental life  
slows. Psychologists testing children  
brought up in orphanages or infant  
homes are required to make a correc-  
tion on their findings in terms of what  
is called institutional retardation.

Perhaps the greatest deviation from  
the normal curve of development is to  
be found in the area of social relation-  
ships. This is due, at least to some ex-  
tent, to the fact that we  
are only coming to un-  
derstand that social de-  
velopment has its own  
levels and that the laws  
governing its orderly se-  
quence are deeply im-  
bedded in the funda-  
mental needs of the hu-  
man personality.

In family and neigh-  
borhood life adults pay  
scant heed to levels of  
social development.  
How often visitors are  
allowed to hurl them-  
selves on babies, disre-  
garding the fact that "at  
four months a baby

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P. 20

sobers at the sight of a stranger"<sup>1</sup> and that even at a year "he is leery and suspicious until he has a chance to look them over."<sup>2</sup>

Again, in our crowded residential areas large groups of preschool children are left to manage their own social contacts although the two-year-old is notoriously self-centered and the three-year-old, even under expert guidance, is only learning to share and to wait for a turn. Parents complain of continuous quarreling and fighting among four- and five-year-olds who are left to their own devices in group play that extends over an hour or even over several hours.

At times there is little use made of scientific techniques and data in the classroom. Teachers of young children are easily made aware of the asocial child who hides behind the piano or under tables, or who strikes out aggressively at all comers. But middle and upper grade teachers, to say nothing of those in high school, are frequently surprised to discover a child who has no bosom friend, who belongs to no real social club, and whose score on a sociometric test is zero. Sometimes these children are high in academic success.

To some extent a similar weakness is shown in the use made of standardized tests. Scores from these tests throw little light on how difficulties in various fields of learning arise. For instance, a child who attended a laboratory school in which reading instruction was postponed until grade four moved into a big city school system at the end of

grade three. Here achievement tests marked her as a non-reader. Her intelligence test average was that of a dull normal with a wide scatter. It took nearly a year to get the situation cleared and the child started on a reading program suited to her needs.

Research workers in arithmetic have probably produced the clearest evidence of the need for continuity of experience in keeping with the continuity of growth. Riess makes it plain that:

... ability to use number at the more advanced levels of mathematics hinges upon one's first experiences in the elementary stage. The very early stages of the child's introduction to number will affect his eventual understanding of the various possible extensions of his initial concept of number. . . . Number readiness must furnish the child with basic elements in such a way that they can be modified and elaborated at later levels.<sup>3</sup>

Summaries of research in the language arts carry us further in proving that there are no distinct breaks from one level to another. We know that new ways of talking are being acquired while old, less mature forms persist. All nursery school teachers have met the four-year-old who can say "spontaneous combustion" without missing an "s". Later, at nap time this same child will confide hopefully that he is not tired and "cannot" leap." Workers in all fields agree that progress in the present stage is built upon progress in preceding stages and that the procession of stages and levels goes back to the very dawn of life.

#### **How Can Continuity Be Recognized?**

Hence, whether growth has proceeded unhindered or whether it has channeled its course deviously and with

<sup>1</sup> Arnold Gesell in *The First Five Years of Life*. (New York: Harper and Brothers, 1940). P. 21.

<sup>2</sup> Benjamin Spock in *Common Sense Book of Baby and Child Care*. (New York: Duell, Sloan and Pearce, 1946). P. 206.

<sup>3</sup> Anita Riess in *Number Readiness in Research*. (Chicago: Scott, Foresman, 1946). P. 5.



difficulty, those concerned with children are responsible for knowing it for what it is. The understandings and the skills required are not easy to attain, even with all the help in research studies published in the last few years. Arnold Gesell states the difficulty when he likens the development of the mind of the child to "a fabric which is richly woven and interwoven . . . an organic fabric which continues to grow, creating new patterns while it grows."<sup>4</sup>

Occasionally we can almost see the shuttles fly back and forth through the web of the child's thought. For example, Jonathan's brow puckered as he looked at the bit of old lace which four-year-old Sally held up for him to see. "But it is not the lace you use to tie your shoes," he said smiling as he rode away on his bike. Or again, in the barn, Cynthia's puzzled scream, "What is it?" failed to yield to our explanation that it was a calf—a baby cow, the big cow's baby, and so on. But after a few minutes she called to us in triumph, "Oh, you mean it's a teasy, weasy cow!"

In the immediacy of dealing with the difficulty whether it is intellectual, emotional or social, we too often fail to see how desperately the child is trying to solve his present problem in terms of his past experience. Sometimes his attempts to generalize are greeted with laughter as was the case when the four-year-olds decided that the farm horses, heading for the barn at noon, were going to get gasoline for the afternoon's work.

Our reverence, then, for growth at all stages will be considerably enhanced once we seriously undertake to study the growth pattern by ages and stages.

<sup>4</sup> In *The Child From Five to Ten*. (New York: Harper and Brothers, 1946). Pp. 19-20.

A careful perusal of the works of Gesell and Ilg, especially in relation to the age group with which we are working, will be a most revealing experience as our initial step in the learning process.

But the authors warn us that their growth gradients only "suggest the traits by which the children may be appraised."<sup>5</sup> While there is always order in growth, there is also variety in its pulsation and its pace. Hence, to recognize its continuity we must rely a good deal on what the home and the school can tell us about a child. In this respect the office record by itself is probably not the tool that the teacher needs. More likely the informal, friendly conference with both parents will give the better yield. A few well-directed questions at such a time will open up whole vistas of facts that are important in gauging growth: "Was he easy to toilet train?" "Does a new food create a feeding problem?" "Do you see very much of his gang?"

And so to discover continuity of growth we need to know how to procure and how to use good records. Where records and the interpretation of the child's past achievement are not available, the deficit may be met by conferences with teachers and principals who have worked with the children or with their families. The success of the conferences will depend, of course, on their skill in observation and on their professional attitude toward the children.

The teacher's own day-by-day anecdotal record is by far the most valuable in helping her to become skilled in discovering growth patterns and trends. In *Helping Teachers to Understand Children* the suggestion is made that

<sup>5</sup> *Op. cit.*, page 29.

each teacher study only two children a year.<sup>6</sup> There is wisdom in the suggestion since it inevitably follows that all the children profit from the teacher's concentration on a few. This is possible only because as the teacher studies growth she, in turn, grows. The result is apparent in her attitude toward her children.

### *What Are the Implications for the Education of Children?*

Since continuity of growth and continuity of experience are so intricately related and since its recognition depends upon skills of a high order, it follows that teachers need a long period of time to attain the underlying understanding and to perfect the skills needed. Therefore teachers and children should be allowed to work together over periods of two or three years, not only in the primary school but also in the later school years. During this period teacher growth would be promoted by the contribution of others interested in relating development and experience; for example, the doctor, the developmental psychologist, the mental hygienist, the school social worker, the curriculum director, and the teachers of special subjects.

In these days of teacher shortage and overly large classes such a suggestion may seem out of order. But it is always possible for schools and communities to work together on a voluntary basis for an experimental period. Such a co-operative endeavor or one similar is now being carried out in Rochester, Minnesota, where the Child Health Project under the direction of Benjamin Spock and C. Anderson Aldrich offers great opportunity for guidance to both parents in the community and

teachers in the nursery and primary schools.<sup>7</sup> Many private schools and their patrons work together in making plans like this functional. Many more schools of all kinds could do the same.

Where this is not altogether possible, teachers would be greatly helped by the joint services of a developmental psychologist and a school social worker. Too often such services are available only in the cases of delinquent and troublesome children. All teachers would be helped to build up a developmental philosophy that will enable them to work out a preventive program in the classroom and enhance their powers of guidance.

In conclusion, the implementing of a developmental philosophy lies in the hands of great teachers—teachers who are inspired leaders both of children in school and of adults in the community. They are the teachers who can so guide curriculum making that it fits into the ever changing but never wholly changed pattern of the human child and human society. They will be teachers of the same caliber as those who blazed the trail in medicine and public health. They will be the teachers skilled in the use of the press, the radio, the cinema, the stage, and the pulpit. They will be teachers who can publicize and dramatize children's need to live and grow continuously and fully just as the crusaders against polio and cancer have done in the area of health.

Only through such leadership will others responsible for education begin to see themselves as cooperators with God, striving toward the optimum development of children and of peoples throughout the world.

<sup>7</sup> *Editor's Note:* See "A Community Program for Child Development" by Miriam E. Lowenberg. *CHILDHOOD EDUCATION*, September 1948, 25:22-27.

<sup>6</sup> Published by the American Council on Education, Washington 6, D. C., 1945.





Photograph from Dorothy T. Hayes

## Helping Children See Relationships . . .

*. . . in out-of-school experiences*  
*. . . in nursery school experiences*  
*. . . in intermediate school experiences*

# ... in out-of-school experiences

By DOROTHY T. HAYES

*There are opportunities everywhere for helping children see and appreciate many kinds of relationships between their in-school and out-of-school experiences. Dorothy Hayes, professor of education and coordinator of early childhood education, State Teachers College, Oswego, New York, describes some of these opportunities and the relationships involved.*

WE OFTEN DO NOT SEE CLEARLY the relatedness of home-school-community experiences in the development of functioning democratic citizens. Rather we give lip-service to the phrases "learning is continuous" and "children are learning all the time" but do not take time to find out (1) *what* our children are learning or (2) *how* we might increase such learnings in and out of school.

At the same time that we parents may be inferring that the school is failing to provide all the experiences it might or being afraid that the school is taking over too many of the functions of the home, we often are failing to see how the home can work with the school to provide continuity of learning. For example:

Mother was very desirous that Jonny and Peggy and the other children in the family not be retarded in their school progress during the three weeks the family planned to spend in Florida. She had made a careful plan for tutoring the children "to keep them up with their classes" and, accordingly, went to each of the children's teachers to get their "assignments" and the books that would be needed.

Jonny's and Peggy's teachers made suggestions that changed the whole tenor of the family vacation. And, further, the children were helped to see the relationship of their new experiences to the activities of their classrooms.

"Why take any books along?" Jonny's teacher asked. "Jonny will be having *firsthand* experiences in science and social studies that I wish I could bring to other members of his class.

Think of him being right in citrus groves and not just reading about them. Think of having the chance to see grapefruit, oranges, and lemons all growing on the same tree.

"Getting acquainted with tropical plants and fish will be more valuable to him and to us than anything he could read out of books and report back to us. The whole class will profit because he will be bringing back many interesting things to tell about.

"Perhaps he and his father will be taking motion pictures that Jonny will want to show to the class. Be sure to let him absorb as much as he can. Let him get "the feel" of the place. That's the way he is most apt to acquire true concepts and a desire to share them with others."

Peggy's teacher said, "What an opportunity for Peggy to increase her skill in social living. Peggy needs help in learning to work with others; she needs to gain the confidence that she is a needed and accepted member of the group.

"Two adults and four children traveling together in an automobile for days will have to work out many understandings of human relationships. We talk about group living in school. Here you have an opportunity for the extension of such experiences into the family relationships.

"What better learning experiences in group living could the children have than participating in working cooperatively on the plans for the trip? Will they help in developing a few important rules that the family will abide by? And will they participate in deciding how those rules can best be put into practice?

"Won't Peggy also be learning how people live in other parts of our country? Won't the concepts of these people and their customs be clearer to her after this trip than if she were just reading about people in another state? And even without the multitude of other expe-

riences, just "having fun" with the family will help Peggy feel more secure in her relationships with other people."

### **Opportunities Are Everywhere**

Like Jonny's and Peggy's mother, many parents and teachers can be helped to see how a family can use a travel experience to further the social growth we are trying to provide all children. Of course a family need not go to Florida or California or to any other spot or even outside the home to provide children with experiences in effective social living. There are opportunities everywhere to increase children's awareness and appreciation of the world around them, including the people in that world.

Sally isn't always interested in getting started at the "Saturday job" she agreed on—cleaning the bathroom—and often needs prodding. But last week when I was visiting in her home, I heard her whistling and singing while she worked. I was particularly interested in the way her father helped her arrive at the generalization that accepting and carrying out responsibility in a family gives one a relaxed, warm feeling.

"You sound happy, Sally," he said. "You sound like you *feel* happy."

"Gee, Dad, I always hate to get started at these pesky things, but it doesn't seem so bad when I see Michael washing the windows and Alice cleaning the stair-carpet."

"Do you think you're happy because you and Michael and Alice are all doing the things that have to be done each week if we are all to live together happily?"

"I guess that must be it because I do always sing and whistle, don't I, once I can get myself started at the work?"

Important and needed jobs in his school and home groups can be a part of every child's experience. They, too, may provide continuity of learning for him in many areas. Sometimes the child himself sees the usefulness of what he is learning in school if he has in his

home freedom to carry out his ideas.

Libby carried her chart-making experiences into her home by printing a sign which she adhesived to the wash-bowl she had just finished cleaning. The sign read:

Plees keep me clean.  
this meens you.

When a new house was being built, the younger children in this same family helped plan "their room." It bore great similarity to their rooms in school. There was a large blackboard, a bulletin board, bookcases, large construction blocks, shelves which held materials for creative work (clay, crayons, paints, paper), an aquarium, small pots of flowers.

The day the bulletin board was put up Jimmy who had taken relatively little interest in drawing at school decided that he wanted to make a picture. This was just the beginning of an interest in putting on paper some of the things he was thinking about.

Libby wasn't too interested in reading her books but she loved the messages in manuscript writing that she often found on the blackboard. It wasn't long before mother, father, Dick, Sam, and Jennie (the weekly helper in the household) were all writing messages to Libby. And Libby in her quaint spelling was writing messages back to them.

Sometimes it helps a child if he can bring his outside world into the classroom. The experiences inside and outside may become more meaningful to him.

Tommy used to find it hard to maintain a sustained interest in any of his school work but he worked for weeks with his father in building a glass demonstration beehive. Later he helped his father put it up in his room at school.

At the children's invitation Tommy's father came to school one morning wearing his wire bee-hat and bringing the bee-smoker that he and Tommy used in getting the bees to leave the hive without stinging them. Both he and Tommy answered the children's question about the bee colony "Is there a king bee?" and gave each child a piece of honey in the comb.

The possible benefits to Tommy were many. They included a closer relationship with his father, an increased understanding of bees,

and a growing feeling of status in his group because he had been able to contribute to group understandings.

It was nine-year-old Nancy's interest in baking and her family's encouragement of this interest that seemed to help her in understanding fractions. Three-quarters of a cup of sugar and two and one-half cups of flour had functional meaning for her.

"Is this really doing fractions?" she asked. "Why, this is fun. Sure I know that one-half a cup of flour and one-half a cup of sugar make one cup. And see, one-fourth and one-fourth and one-fourth and one-fourth also make one cup!"

Bill had science experiences, number experiences, and good child-father relationships when he was permitted to bring home one of the guinea pigs from school. He and his father spent considerable time planning and building a cage that would be an adequate home for the guinea pig.

In another situation the school and the home helped five-year-old Peter and his teen-age brother work through to an understanding and appreciative relationship. Peter was permitted to take home the white mice from kindergarten. Previously he had seemed cruel to animals and, if the truth were known, his older brother had on many occasions been very cruel to him. But the common interest in the white mice and the help that Peter received from his older brother in building the cage and "playground equipment" for them resulted in a mutual respect between the boys.

And then there is lucky four-year-old Penny Jo. Her parents are working with the school to help her develop understandings. She is never hurried. Her life and her problems are important to her parents. She is being given time to grow up.

When her father came to call for her at school Penny Jo announced that she was going to take home Patty's "Hoppy-Dumpy" rabbit "for keeps." The teacher remarked that it was her understanding that the rabbit was to stay

at school until the end of the year—another week. She suggested that Penny Jo and Patty talk things over.

Penny Jo's father unobtrusively followed her from the playyard into the classroom. Without adult interference or suggestion the children worked through their own solution. While it was evident that Penny Jo was disappointed not to be taking Hoppy-Dumpy home, she accepted the decision and announced as she was leaving, "I'm not going to take it now but Patty says when she goes to her grandmother's after school closes, then I can have Hoppy-Dumpy for really keeps."

To the teacher's question, "Are you awfully disappointed about it, honey?" Penny Jo simply answered, "Yes."

All the while Penny Jo's father stood by with a quiet, understanding smile on his face. As he and Penny Jo walked off hand in hand, the teacher thought, "How I wish such relationships for all children!"

### *A Goal to Strive For*

There are many children like those mentioned above whose parents and teachers are working together to help them grow consistently into good citizens. These parents and teachers know that the possibilities are greater for the child whose feelings are of concern to the adults in his world, and who has had continuing experiences that give him the *feeling* of being a respected citizen. May we who believe it is essential for *all* children to have such opportunity strive to find a workable means of helping homes and schools to determine cooperatively what our goal for children really is. And, further, may we strive to identify cooperatively some of the best ways of giving children both in and outside of school those relationships that help them to achieve that goal.



# . . in nursery school experiences

By BARBARA MERRILL BISHOP

*Barbara Bishop, teacher and research associate, Institute of Child Welfare, University of California, Berkeley, considers four approaches that help the nursery school child to see relationships: insuring his urge to learn, maintaining the threads of continuity in new experiences, guiding to govern behavior, stimulating to do his own thinking. She concludes with a brief summary of specific ways in which the nursery school can help the child to discover relationships and the continuity of experience.*

PETER, NOT QUITE THREE, STRUGGLED UP the sloping nursery school yard with a trailer tied behind his tricycle. He was playing train and he choo-chooed and puffed as his little legs pushed hard to make the grade.

At the top of the hill he rounded the corner of the jungle gym. The ground was flat here and his body leaned forward as he anticipated the forthcoming speed. But suddenly he was drawn up short. He strained and pushed on the tricycle pedals, not noticing that the back wheel of the trailer had caught on the corner post of the jungle gym.

He was still jerking angrily at the pedals when a teacher arrived on the scene. "Look, Peter," she said, pointing to the trailer, "the trouble is back here. Come and see if you can fix it so you can go ahead."

For the first time Peter really looked behind him at the trailer. Soberly he trudged back and, after a bit of investigation, moved the offending wheel away from the jungle gym. With a happy smile he remounted his trike and was again on his way.

Peter learned a relationship. The lesson stuck, probably, because the teacher had helped him to arrive at the solution partially on his own. For the next year, whenever Peter found his forward motion hampered, he immediately dashed off his tricycle and looked for a possible wheel that was caught.

By the time he was four he was hauling a string of four or five wagons behind his trike but he was still getting stuck nine times out of ten as he rounded corners. No one noticed exactly when Peter solved the next step in the relationship. But soon it was apparent that he was deliberately making a wide swing as he rounded corners, carefully gauging his turn so that even his "caboose" would be clear of any obstruction.

Thus Peter had progressed gradually in his knowledge of relationships: first, learning how the position of his trailer with reference to other objects was related to his forward motion; later, realizing that the path he took with his tricycle was related to the unhampered progress of the last wagon on his "train."

THIS IS BUT ONE SIMPLE EXAMPLE of the way in which the preschool child is constantly expanding his knowledge of the world about him. The child from two and one-half to five is in a particularly rich period of mental development. As an infant and young toddler he has been amassing an amazingly large and varied array of simple facts about his environment. Now in the nursery school years he not only continues this rapid absorption of facts but he becomes increasingly capable of weaving these discrete bits of information into ever broader and more meaningful relationships.

We recognize that this ability to see relationships is one of the basic processes in the development of all higher level thinking. The adult of excellent mental caliber is distinguished by his powers to grasp the relatedness of things and ideas on ever more abstract levels. It is important, then, that in our guidance of the young child we not only help him to increase his fund of facts but also that we stimulate him to view these facts as intimately related



to other events within his ken. A child who is encouraged to tie up occurrences into simple wholes is starting out with an invaluable tool for solving the mental, physical, and social problems that life is continually placing before him.

### *Insuring the Urge to Learn*

One general aim in our guidance of the child's mental development should be borne in mind: to insure the continuance of the very young child's inherent eagerness to learn.

A few minutes observation of a baby reveals how seriously and indefatigably he attacks this business of learning about his immediate environment. Too often this strong motivation to understand things is allowed to dissipate in the nursery school years. The insatiable curiosity of the youngster, his desire to experiment and prove things to his own satisfaction inevitably lead to clashes with adults. Unless the adult has the patience of Job, a child's endless seeking for knowledge can become understandably irksome. And it is unquestionably difficult to keep one's perspective about the possible strides in learning that the child has just made when water lies inches deep in the washroom floor due to an overstuffed toilet.

There are several natural errors that adults easily fall into which tend to stifle a child's zeal for learning. They may deliberately discourage much of his questioning due to the pressure of their own problems and activities. Or they may neglect to search for the reason behind many of his miniature scientific endeavors and so view them only as sheer mischief-making, worthy of appropriate punishment.

Again we tend to find it far easier in time and mental effort to solve for

the child as many of his daily problems of living as possible. Or if we are willing to be responsive to his inquisitiveness we are prone to hand out the answers ready-made rather than to supply cues that will lead him on to a self-arrived answer. In theory we applaud the child who has an inquiring mind and the inclination toward original thinking but in practice we are all too apt to foster the opposite: the docile child who accepts our pat information without question and without further motivation toward self-discovery.

The nursery school can serve as an excellent medium for cultivating the young child's capacity for individual and progressively more complex thought. Attendance, in itself, gives him experience with a new environment. And with an alert staff on hand, the daily happenings and special events typical of a nursery school program can be so guided and interpreted as to provide him with both the basic ingredients of thinking, the facts, and the know-how to arrange these facts into related wholes.

### *Maintaining Threads of Continuity*

Basic to this program of gradually and logically expanding the child's horizons should be the maintenance of threads of continuity in any presentation or explanation of new experiences. Offering him a mass of isolated facts and events without attempting to tie them together into related phenomena does nothing to further the child's understanding of how things dovetail. Nor does it help him to acquire the habit, himself, of looking at things not as disparate events but as factors related to other known aspects of his life. For it is through relationships that meaning can be most clearly grasped

and retained. Moreover, the concept of continuity not only contributes to orderly thought processes but it also provides the young child with the all-important feeling that there is some kind of order in his environment.

When special expeditions outside of school are planned, the teacher can arrange a pre-departure discussion which brings out familiar aspects of the experience and links them with things already known by the children. After the expedition, opportunities can be utilized to connect current events with the expedition. Children typically mull over new experiences by incorporating significant aspects in their play. This allows the teacher to foster the child's assimilation of the experience through casual guidance which highlights some of the simple relationships found in that experience.

The nursery school affords many other opportunities for children to absorb relationships and the continuity of experiences—some adult-planned, some inherent in the situation itself. They get the feeling of time relationships in the daily pattern of the simple routines. They learn about physical relationships as they experiment with equipment. They find that adults have certain standards and that in general home and school stand together in many requirements designed to achieve their adjustment to the demands of society. They are learning how to organize group play around a central theme and how the roles of the various participants can be arranged in a reasonably efficient manner.

They may carry through a long-range project such as building and equipping a play store or planting a garden. These projects give them practice in planing ahead, the experience of

seeing each step as an integral part of the whole, and the orderly succession of events as a continuous process. And, perhaps most important, they are learning the relationship between their own behavior and that of other individuals.

### *Guiding to Govern Behavior*

In the nursery school group each child is becoming aware of the intricacies of social relationships and is finding out, usually after some bitter experiences, how his actions directly influence the behavior of others. A two-year-old may wham another youngster over the head with a shovel as though the other were an inanimate object, and then when violent retaliation occurs, wear a bewildered expression of "Now why did he do that?!"

On the other hand the four-year-old is apt to be keenly aware of himself as he affects and is affected by the other children in the group. He may even have advanced sufficiently to grasp some fairly complex relationships involved in social interaction. Mastery of verbal techniques intended to gain social ends with the least possible friction, judgments of when aggression may be called for and when not—all require the ability to evaluate a situation and recognize how one's behavior can be related to its salient aspects.

The nursery school teacher can perhaps serve no better function than that of steering the child toward thinking through social situations and governing his behavior so that it will have a workable relationship to the given situation.

### *Stimulating Thinking*

In our guidance of the preschool child's thought processes we must realize that his thinking does not differ from an adult's in kind but only in degree of accuracy and effectiveness.

Part of this difference is due to the child's lack of experience and knowledge, to his lesser capacity to keep his attention focused, and to his inferior ability to evaluate his ideas and select the important points for consideration.

Consequently, we must not expect nor require that the relationships learned in this period will be perfect or very complex. What we can do is strive to relate for the child the experiences which do come within his range of understanding and stimulate him to do his own thinking about the relatedness of things in the world he lives in.

#### **What Can the Nursery School Contribute?**

What, then, are the specific ways in which a nursery school can work to-

ward helping the child to discover relationships and the continuity of experience? It can provide him with many materials and equipment in unstructured form so that he can gain experience in working out his own series of relationships. It can direct its guidance of the child through the daily problems accompanying his activities and social interactions so that interrelationships are brought to his attention. It can plan special projects and expeditions which expand his horizons of knowledge and impart an awareness of the related phenomena in the things which he experiences. And it can always seek to give him the feeling that fresh experiences are but new pathways leading off from familiar roads.

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## **... in intermediate school experiences**

By JAMES A. SMITH

*The nine- to twelve-year-olds need experiences and guidance that help them to see the interrelationships between the old and the new and that help them to use and improve the understandings thus developed. James Smith is a demonstration teacher, State Teachers College, Oneonta, N. Y.*

BY THE TIME CHILDREN REACH THE intermediate school, life has taken on different meaning to them. They have reached pre-adolescence—the age where they are beginning to test their own independence, to evaluate all that has gone into forming their backgrounds, to form the ideals and ideas which will later make up the adults they are to be. It is essential at this time

in their lives that they be understood, and that they understand.

Understanding must be developed; it does not come as a natural endowment. In an effort to cram children full of subject matter we, as teachers, often lose sight of the real objectives of education. We wander away from their needs and interests and isolate the curriculum from their daily lives,



sometimes to the point where it becomes meaningless. When a thing becomes meaningless, no real understanding of the process takes place and consequently little learning.

The test as to whether understanding has taken place comes in the application of "understandings" to a new situation—ability to see relationships. The children meet new experiences; they call upon what they have learned from previous experiences to help interpret this newer one. They observe, compare, and evaluate. If the understandings obtained from the past help to interpret this new situation, they have sensed relationships; they have understood.

In like manner, the new experience develops more understandings. They will draw on this new knowledge to interpret another experience later on. A gradual overlapping of experiences results in a fusion which gives children resources for interpretation and evaluation, and helps them in the formation of ideals and standards.

To promote this growth in "understandings" and this ability to see relationships, continuous experiences must be provided within the curriculum wherein the children have the opportunity to apply the understandings they have developed. It is the problem of the intermediate teacher, then, or any teacher, for that matter, to draw on former experiences and to provide continuous new experiences to assist them in understanding and applying knowledge.

#### ***The Application Is Wide***

This does not apply solely to subject matter. It applies as well to mental adjustment and growth, to social adjustment, to physical capabilities. It

applies not only to the material being studied but to the techniques developed for study, and to work habits. For example:

An intermediate teacher turned her class loose in the library to look for material on Mexico. When the boys and girls returned to the classroom and discussed the material they had found she pointed out that she knew of slides, film strips, story books, pictures, moving pictures, and recordings which no one had brought back to the room. Discussion brought out one thing: "We need to know more about our library and where to go for materials."

The class made a list of "things we need to know." It included:

- How do we use the card catalogue?
- What do the numbers mean on the backs of the books?
- What reference books are in our library?
- What is the reference room used for?
- How do we use the encyclopedia?
- How do we use the large dictionary?
- What is the proper way to use books? the table of contents? the index?
- How are the files kept?
- What materials are in our library that we can use?

The situation had provided a definite need. A committee took the questions to the librarian. Together they formulated a plan to determine how the questions could be answered. The children agreed to the plan, and library usage became a vital and exciting experience. That real understanding had taken place was apparent when the class (or individuals) went to visit other libraries in town and applied what they had learned.

Later when the teacher introduced such books as *Information Please* and *The World Almanac*, the children determined the type of book each was and applied their knowledge of how to use it. The children were applying their understandings. They had sensed the relationship between situations and things.

The same fifth graders made a list of the things they wanted to know about Mexico. Then the teacher asked, "What are we going to do now? How can we find answers to these questions? How can we share what we find?"

In the following discussion a chart was born—a chart which provided the group with a guide for some good techniques for study, helped them to build good study and work habits,

answered their needs yet confined itself within their abilities.

#### STEPS WE USE IN STUDY

- Make a list of our problems and questions
- Group them according to topics
- Choose committees to look up the material
- Find material in the library or other places
- Read material from many sources
- Summarize the material and make a report
- Work on an activity to go with the report
- Present the report to the class
- Discuss the report in the group
- List further questions for research.

In studying another problem later in the year, the children got out this chart, discussed it, made some changes, and applied the technique. This time they listed sources of materials: text, story, and encyclopedias; reference books; magazines and pamphlets; pictures, film strips, movies, and slides; people.

In a subsequent study of North Africa when the children compared the climate, people, and crops with Mexico in terms of its distance from the equator and the currents of the trade-winds, the teacher had evidence that they had formed good concepts and that they had applied their understandings.

If continuous experiences are provided in the classroom, by the time these children reach college each will have his own efficient techniques for study and library usage.

#### *Progression Can Be Assured*

Throughout their school life children relive their experiences and build on them. At first they watch a rabbit brought into the room. They name it. They feel it and find its fur is soft. They note the color of the eyes. They watch it eat. Later they are more interested in how the rabbit hops, how it protects itself, how it reproduces. Still later some of the children may raise rabbits or study rabbit diseases or the rabbits of other continents. All are aspects of the same interest with a continuous development of concepts and understandings to parallel growing abilities to understand.

An aggressive child gains attention

by punching the boy next to him. If he does not gain attention in more constructive ways, he continues to punch people for it. His desire for attention is a driving force which compels him to continue to try to gain the satisfaction he seeks in anti-social ways. He does not know why he must have attention. He does not understand that punching is his way of adjusting to his society. He cannot see the effect of his act on other people. He knows only that he has secured the thing which is so important to him.

The teacher needs to help him, to provide enough situations in the classroom to give him the attention he seeks in a more acceptable form, and to help him to see the relationship of well-directed activity to respect for other's rights. Here again, understandings in human relationships are being formed. Guidance from the teacher is necessary and important so that incorrect understandings are not developed.

It is important that the teacher and the child work together on his individual problems and that the child is conscious at all times as to what the problem is and the techniques the teacher is using to help him solve it. In this way good rapport is built between them which in turn promotes growth in respect and understanding.

The intermediate teacher must see that interrelation of these experiences is frequent so they become more and more meaningful. Continuity of experiences helps in learning, in developing the aspects which contribute to individual adjustment and happiness, thus attaining one of the highest aims of education. It is well to remember that well-adjusted, happy adults can only emerge from well-adjusted, happy children.





Photograph by Mrs. J. B. Toothaker, New Rochelle, New York, public schools

Helping  
Children  
See

Relationships . . .

*. . . in developing number concepts*  
*. . . in developing science concepts*  
*. . . in developing social concepts*

# ...in developing number concepts

By JAMES H. GRIGGS

*If we accept the concept that continuity coincides with the stream of the individual's experience, what kinds of quantitative and qualitative experiences should schools provide the children? James Griggs answers this question by comparing present concepts of continuity, suggesting certain principles to be followed in helping individuals build better continuity for themselves, and pointing out the opportunities for experiences through which meanings can be refined. Mr. Griggs is director of teacher education, Western Michigan College of Education, Kalamazoo, Michigan.*

**T**WO CONCEPTS OF CONTINUITY IN the educational process are now operating in the schools of America. The first concept holds that continuity resides in the subject matter itself and takes the form of "scope and sequence" in the traditional curriculum. The second concept holds that continuity resides within the individual—that he builds his own continuity.

With respect to mathematics taught under the first concept this sequence is found in the logic of arithmetic as unfolded by all the generations of mathematicians in our culture. Continuity takes the form of a series of processes implicit in the very nature of the numbers involved. Thus:

addition of two numbers whose sum is less than ten is followed by addition of two numbers whose sum is slightly greater than ten,

division of fractions is preceded by multiplication of similar fractions,

borrowing in subtraction is introduced after the pupil has become acquainted with examples where no borrowing is necessary.

Over a period of centuries, therefore, the arithmetic taught in elementary schools has been analyzed, subdivided, and refined into a series of processes, together with accompanying pictures, illustrations, and word problems following a line of sequence from

the easy to the difficult, from the component part to the whole process, and from the more concrete to the more abstract number concepts. Under this scheme of continuity the student has been asked, urged, led, and sometimes forced to fit his own experiences into the subject matter of arithmetic, often with results detrimental to his emotional stability and sense of security.<sup>1</sup>

The second concept takes the position that real continuity resides in the living of the individual, that it coincides with his "stream of experience."<sup>2</sup> The principle of continuity of experience, says Dewey, "means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after."

Under this concept the normal flow of experience is not from simple mathematical process to more difficult mathematical process because neither mathematical process may arise out of the real life problems of the individual at any given time. Rather, the normal

<sup>1</sup> For a masterly exposition of this point of view and its implications, see Chapter 1 in *Interaction: The Democratic Process* by L. Thomas Hopkins. (Boston: D. C. Heath and Company, 1941).

<sup>2</sup> See *Experience and Education* by John Dewey. New York: The Macmillan Company, 1938. Pp. 23ff.

flow of experience is from one experience to thinking about that experience, to evaluating certain qualities and outcomes of that experience, to making choices and plans for another experience, and so on to the new experience. For example:

A group of children meeting with each other and the teacher in a new room for the first time analyze the surrounding environment. They feel a need for curtains and other materials to decorate the room. Planning sessions bring forth various proposals which are considered and rejected or adopted as feasible by the group.

Let us say that plans are made to earn money by group activities to buy the curtains. In order to plan intelligently it becomes necessary to investigate the price of curtain materials, the measurements which will be necessary, the total cost of the project, the possibilities of help from parents, and so on.

Each step of the project requires the intelligent use of arithmetic in its solution. Some of the problems are too difficult for the children to solve on the basis of their present knowledge of arithmetical processes. The vital purpose of the children carries them right into the study of the processes long enough and deeply enough for them to solve their real problems. When the children know sufficiently about computing prices, measurements, and other mathematical concepts to meet their needs, the study of the processes gives way to putting the knowledge into action.

The continuity in the activity just described lies in the human beings involved, not in the subject matter of arithmetic. The bare fact of the situation, so often passed over by subject matter specialists, is that no arithmetic yet invented has the power to take up something from one experience and carry it over to modify a new experience. This carry-over must be done by the individual himself, never by the subject matter. The arithmetic must be accepted by the individual and built into his own continuity as he meets

new situations involving numbers. Any other concept of continuity appears to be artificial and futile in that it ignores or at least devalues the critical thinking and intelligent behavior of the individual in meeting his real problems of living.

### ***How to Help Individuals Build Better Continuity***

The quality of continuity which an individual builds for himself depends upon the degree of intelligent discrimination between facts, choices, values, outcomes, and possible courses of action which he can bring to bear on a problem. Learning takes place in a person in accordance with improving this kind of discrimination.

The teacher's problem at every level of maturity is to aid each child in choosing values, purposes, and courses of action which will lead in turn to better experiences in the future. Thus in practice the principle of continuity in education is never automatic, never left to chance. Always present with immature minds must be a sympathetic, intelligent observer and guide. This in essence represents the correct role of the teacher in the modern school.

Several important principles must be kept in mind by those who would help others build better continuity for themselves.<sup>3</sup> They may be stated briefly as follows:

One must start with and work from the experiences which the learners already have developed in previous living.

Experiences must be progressively expanded in accordance with the purposes, interests, and needs of the learners so as to cut deeply into the subject matter of the culture and provide real satisfactions for all concerned.

<sup>3</sup> For additional criteria for selecting experiences of a high educative quality see L. T. Hopkins, *op. cit.*, p. 218 ff.

Subject matters of all kinds become resources for problem solving rather than end-points authoritatively set out to be learned.

The interactive group process must be used throughout so that each individual may reach his highest attainment in any form of activity, be it physical, social or intellectual.

Each individual must be constantly and continuously aided to improve his ability in self-evaluation of his own experiences.

The emotional overtone of all experiences must be such as to produce on the part of the learners a desire for continued growth and for new and more challenging experiences along the particular line of study.

### **What Is Arithmetic?**

Let us now consider for a moment the line of study known as arithmetic. Under the first conception of continuity as sequence of subject matter, arithmetic is usually conceived as a skill subject, with emphasis on sharpening skills and processes through drill and through application in word problems.

This notion, however, is a highly specialized concept of arithmetic—a part of arithmetic, but not all. Arithmetic correctly defined means *any quantitative relationship with the environment which grows out of a meaningful situation*. It is the individual who has the quantitative relationship; it is the individual for whom the situation has meaning.

Although the quantitative concepts of number, size, measurement, and the rest may in themselves be involved in complicated relationships which are comparatively exact and sometimes difficult to understand, yet functionally the concepts and skills inherent in arithmetic are no different from those inherent in any of the other subject matters of the universe. Rightly interpreted, they occupy the same relationship to living as do the concepts

arising from social relations; that is, neither aspect finds its optimum place unless it fits in with and helps to improve the continuity of human living.

### **Continuity in Concepts and Skills**

The scene thus shifts from an arithmetic program based upon the logic of mathematics to a quantitatively meaningful program of living for individuals. Upon what reasonable bases can a teacher in working with a group of children plan a program which will be meaningful to all concerned?

Let us admit that some teachers reading the above analysis will reject the newer approach because they still find their security, however precarious, in following well-charted patterns of arithmetic teaching through the use of textbooks and workbooks, carefully prepared and organized by experts in the field. These teachers do not realize, however, that the continuity of experience which enables the arithmetic expert to select the material and write the textbook is not the same continuity of experience which he asks each child to undergo in the course of, say, the fifth grade. The expert had a real purpose in studying and gathering the materials. He investigated all aspects of the environment, all resources which might help him in the pursuit of his purpose. He evaluated and selected these materials in the best fashion of which he was capable. And the publication of the material constituted a source of deep satisfaction to him.

But what of the child in the fifth grade? Does he in the normal, traditional program have a real, vital purpose in studying arithmetic processes? Does he normally investigate many and varied quantitative aspects of his envi-



ronment? Does he evaluate and select his own materials? And does the end of the unit or the end of the year leave him with a fine emotional overtone of satisfaction? Or does it leave him arrested on a low plane of development?

Many far-seeing teachers, administrators, and parents who have asked these questions have not been satisfied with the results of the traditional arithmetic program. They want to see the children undergo the same kind of continuity on their own maturity level that the expert experienced in solving his problem. For these teachers and parents these points are suggested:

*There is plenty of arithmetic in the environment.* No one can live significantly in the culture of today without realizing in full measure the influence of number, size, and proportion in day-by-day living. The fact that all individuals learn arithmetic skills and concepts just from moving around in the environment outside of school attests to the significant presence of arithmetic all about us.

Dividing into equal groups for games, purchasing articles at stores, investigating the weather, reducing expenditures and augmenting income, studying the problems of insurance and the stock market, making plans and drawings for construction of all kinds—these are only a few of the quantitative relationships which may be investigated and studied by any group or individual. They are present in the environment for all to use. Let's use them.

*Number concepts arise, not from development of specific skills but as a refinement of meanings.* It is a fundamental principle of psychology that meanings and insights or concepts in arithmetic are best built into the individual by a process of rich firsthand experience plus reflective thinking and evaluation of that experience. The quality of the concept—the degree to which it is understood—depends entirely upon the quality of the firsthand experiences involving number and the quality of the thinking about those experiences.

A high degree of understanding is never developed by taking the specific skills in isolation and drilling for mastery in logical sequence.

The concept "one-half," for example, has no meaning for an individual apart from a situation involving two equal parts or elements.

Whether the definition of *meaning* includes concepts inherent in the nature of number or whether it involves the significance of number in everyday living, the principle is the same; namely, that an individual generalizes on the basis of previous experiences. The best way to improve these generalizations is to raise the quality of the experiences.

*Real continuity can never be in terms of "averages" or in terms of grade placement of processes or concepts.* Group continuity of experience in any area can never be built apart from the continuities of all the individuals in the group. Since, by the very nature of experience, each individual has a different continuity, then each group and each teacher will have a different continuity.

No blueprint or crystallized pattern of learning is possible if one accepts a functional definition of continuity. No curriculum expert or administrator can say to a group, "This is third grade arithmetic. Learn it!" because there is really no such thing as third grade arithmetic. There is no such thing as third grade quality of experience. Rather there are individuals in the third grade group who possess certain backgrounds of experience, certain values, certain ways of thinking, and there is the environment—human and material—in which that third grade group must operate. Both these elements are different for every third grade group in the country. Thus each group must build its own continuity in terms of the above principles.

*Finally, the arithmetic program in the elementary school becomes a series of cooperatively planned, well-developed experiences in which the quantitative relationships of children with their environment are explored in natural, meaningful situations.<sup>4</sup>*

To analyze experiences which are likely to provide better continuity is not easy. It is one of the most difficult tasks teachers have to face. But that is as it should be, for continuity of experience is the heart of the educational process.

<sup>4</sup>Editor's Note: See "Materials for Instruction in Arithmetic" in *CHILDHOOD EDUCATION*, April 1948, 24:372-373.



# ...in developing science concepts

by GLENN O. BLOUGH

*Continuity in the development of science concepts with illustrations of areas for study of both planned and incidental experiences is discussed by Glenn Blough, specialist for science, elementary division, U. S. Office of Education, Washington, D. C.*

"A W GEE, WE STUDIED MAGNETS IN Miss Jerry's class last year," a third grader says as Miss Briggs suggests a study of magnets to her grade fours.

"Oh no we didn't," another child says. "Paul just brought one to school and we talked about it. We didn't really study it much."

And there is Miss Briggs with a magnet in one hand, a science book in the other, and confusion in her mind. Did they or didn't they study magnets? If they did, should grade four study them anyway to show the children that there is still a lot that they don't know about the phenomenon of magnetism? Perhaps, instead, she should follow some current interest of the children or a lead from a story in their newspaper and reader or perhaps suggest something else herself.

IT IS A BIT CONFUSING, ISN'T IT? WE favor following children's leads whenever possible, letting them help decide what is to be studied and how the study is to progress. But on the other hand we want to provide for continuity in the development of concepts, broaden children's interests and appreciations, and provide boys and girls with opportunity for continuous growth in ability to solve problems.

What Miss Briggs really needs at this point is a record, even though brief, of what experiences her pupils have previously had with magnets. From such a record she might have discovered, for example, that they had tried a few experiments with magnets to find out what they could do, and that they had discovered that magnets have north and south poles.

This being the case, the next step is clear—the grade four pupils may go on and expand their knowledge by magnetizing a needle and making a compass. They might even make an electro magnet and compare it with the permanent magnets they have studied. In this way Miss Briggs builds on ideas about magnetism which the pupils have already learned and helps to expand them into a broader conception. Such a procedure is possible only if some sort of record is available to her and if there is a general overall plan worked out for the various grades.

But do we teach something about magnets in every grade? Do we lay out a course of study allocating certain concepts for certain grades and hold to this plan? Or do we go to the other extreme and build the science program around the incidental happenings that pop up as the pupils progress through elementary school?

If we are to provide for continuity in the development of science concepts, make sure that the science program is broad enough in its scope, and insure that interests and appreciations of children are broadened we must certainly do some planning in advance. Ideally this planning cannot run through the first six grades and then stop. Pupils go on to grades seven and eight and nine. So must the planning. Nor can it stop there if it is to be truly effective. High school science will serve

the needs of young people better if it is built on their accomplishments in the grade school, takes them where they are, and leads them on.

But does this mean a set program for each grade so that the walking stick becomes a third grade insect to be considered there and there only? Does it mean that we cannot have the necessary flexibility to take into account immediate pupil interest? No, it does not.

It is quite possible to build a science curriculum *organized* sufficiently to provide for continuity in the development of concepts but still *flexible* enough to allow for the immediate interests of children. In some programs two kinds of science experiences are indicated: one, *planned* experiences which give the program continuity; the other, *incidental* experiences which permit deviations.<sup>1</sup>

Many of these programs are further flexible in that they do not insist that certain concepts be taught in specific grades. They permit selection by teachers and pupils within certain large areas. The science material is divided into blocks, some to be taught in primary (grades K-3), some in intermediate (4-5-6) and some in upper (7-8). Certain concepts are allocated for development sometime by these groups but the specific grade level is not necessarily specified. At the end of the primary or intermediate or upper grades certain concepts will have been covered.

### ***Weather As a Field Study***

To illustrate let us take weather as a field of study in the elementary

grades.<sup>2</sup> The whole subject of weather is broad and there is much to learn about it. Weather is the condition of the atmosphere, weather changes as the conditions of the air change, and the weather bureau attempts to forecast when these changes will occur. Some such concepts as these are the big ideas we are after. They can be learned a little at a time beginning in the primary grades.

For example, in the primary grades the pupils will have experiences centered around the ideas involved in evaporation and condensation. They come to know that:

*When water evaporates it changes to water vapor. Water evaporates into the air from many places. When water vapor changes back into water, we say that it condenses. Water usually condenses on cold things. Dew evaporates.*

These are examples of some of the simple concepts that primary pupils sometime in grades one to three may come to understand through experiments, observations, reading, field trips, and other ways. Everyday happenings such as seeing water colors drying up, aquarium water disappearing, wet clothes drying near a radiator or water on a pitcher of cold lemonade may initiate the study.

Sometime during the middle grades pupils may again have experiences with weather. This time their experiences may center around what makes the changes in weather. They will build on the ideas learned in the primary grades to discover that the amount of water vapor in the air changes in relationship to the temperature. They learn the course of rain, snow, sleet, and other forms of precipitation. They

<sup>1</sup> *Science Instruction in Elementary and High School Grades*. Chicago: the Laboratory Schools, the University of Chicago, 1939. Pp. 232. Contains a curriculum in science with a report of the underlying philosophy.

<sup>2</sup> *Teaching Elementary Science*. By Glenn O. Blough and Paul E. Blackwood. Bulletin 1948, No. 4. Washington 25, D. C.: Superintendent of Documents, U. S. Government Printing Office. Fifteen cents.

may make a study of how the weather bureau works and why its work is important. They learn about thermometers and other simple weather instruments. Their ideas about weather are expanding.

Still later in junior high school they may again have contact with weather study. By now they are ready to discover how the actual forecasting of weather is done and how weather maps are made and what they show.

On these three levels, then, pupils have learned about weather. The early steps were simple, the next a little more complex, the last still more so. Each used the previous experience. There was enough repetition to give continuity, enough advancement each time to be interesting and challenging to the pupils. In this way the science concepts grow. The importance of an overall plan is obvious.

#### *Incidental Interests*

During this study of weather at the various levels there have been other incidental interests in science. Pupils have brought things of science to school, current science happenings have been reported; they have asked questions of immediate concern to them. There has been enough fuss made about these things to satisfy their curiosity about them. Some especially interested pupils have done individual investigations and reported their findings to others.

These have been the incidental experiences. They, too, may have their continuity. They may tie in with previous experiences. For example, when

a child brings a turtle to school the discussion may center around, "Do you remember when we studied how animals are fitted to live where they do? Can you observe John's turtle and discover something about the kind of place in which he lives?"

Incidental experiences may result in growth in interest, more experience in accurate observation, opportunity for research and problem solving as well as in the growth in concepts already mentioned. Let it be said that in both planned and incidental experiences whether there is continuity of any kind depends on the intentions of the teacher and on her skill in working with her group. The teacher must herself understand the process by which concepts grow and help her groups accordingly.

#### *The Need for an Overall Plan*

Such a program in science needs a carefully organized plan just as a similar program in social studies or any other area of learning does. There is still much to learn about grade placement of science concepts according to the interests and capacities of the children. We all know that there is great variation among individual children as well as between groups. Consequently development of concepts must, insofar as possible, take these differences into account. The most intelligent programs result when all adults concerned with children's education—administrators, teachers, parents—work together with children in planning content and methods of instruction.

#### *Tim Tadpole*

By DAVID HOTCHKISS (six years old)

Wiggle, wiggle goes his tail  
In and out and round about.

Someday when he can hop quite far  
He'll hop right out of our big jar.

In *The Singing Tree* (Kenmore, New York, Public Schools)



*Margaret Lindsey says that continuity in the development of social concepts is to be found in focusing attention upon the acquisition of feeling for people and in acquiring the skills and techniques necessary for working and living together in one world. She points out the importance of readiness and process and tells how the social studies program can contribute to the development of the needed feelings and skills. Miss Lindsey is professor of education, Indiana State Teachers College, Terre Haute.*

FOR ALL PEOPLE OF ALL TIMES AND in all places the necessary and desirable common denominator of social competencies has been, is, and always will be a feeling toward people. The history of civilization, if depicted on a scroll in front of us, would not be a series of illustrations of individuals each engaged in independent or unrelated activities. Rather it would show groups of people working together through necessity for survival. During the current century the growing complexities and intricacies involved in many peoples living together in one world would be depicted.

Although for a long time educators have recognized the importance of this feeling for people and the great interdependence among individuals and groups, it is only recently that we have begun to realize that education *can* and *must* play a positive role in the development of such concepts. With this realization have come many attempts to identify and define the various factors which contribute to living well in our society.

As a result of such analyses many educators have become convinced that the school experiences of children and youth must be modified so that the *primary emphasis becomes one of de-*

## ...in developing

*veloping a constructive feeling toward people—a feeling accompanied by the skills and techniques which enable one to take individual action and to participate in group action for the good of all.*

If we share this conviction we will examine our educational programs in the light of two goals especially:

- to develop respect for human personality, both individual and group
- to develop desirable ways of working as individuals and in groups.

These goals are the threads of continuity in up-to-date, forward-looking social studies programs in good elementary schools.

The classroom teacher concerned with these goals will discover that all experiences children have contribute in some way to their attitudes toward people and to their ability to work well with others. Probably no one factor is more important in the attitudes an individual has toward others than the constellation of reactions of other people to him and his behavior. If this be true, the classroom teacher's treatment of individuals and groups in all situations is of crucial importance. Deep understanding of children and sincere respect for individual personalities will be the basic ingredients of the teacher's guidance.

The child who is fortunate enough to have such guidance will develop understanding and respect for himself and will be more ready to build desirable attitudes toward others with



By MARGARET LINDSEY

## social concepts

whom he comes in direct contact and toward those whom he meets only vicariously. Just as in the case of readiness for reading or readiness for certain types of physical activity, this readiness for understanding and working well with others must be developed through experiences which help the child to grow in his management of the skills and techniques required. Similarly, every child progresses through various stages of readiness in the social sphere and must be aided in acquiring the more complex skills and understandings demanded of him as he matures and as his circle of contacts becomes larger and more interwoven.

The process by which children develop these skills and understandings is the same at all age levels and in all situations. This process is one of *dealing with real situations of the here and now in such ways as to increase constantly the effectiveness of individual and group action on social problems*. It involves making choices, planning, taking and evaluating action, and applying what is learned to new situations. It is important that individuals learn to use this process in meeting and dealing with their own problems.

But this is not enough. The nature of our living today makes it imperative that individuals participate in cooperative group planning and action. Therefore, the school program must provide opportunities for children to develop the skills of individual problem solving and of cooperative group action in situations meaningful to them. A con-



Ruggles Street Nursery School, Boston

Life is full of adventure with others

structive feeling toward people, accompanied by skills and techniques of cooperative group planning, acting, and evaluating is the need of every individual living in the world of 1948. Continuity in the development of social concepts is to be found in focusing attention upon the acquisition of this feeling, these skills and techniques.

### **The Social Studies Program**

In the typical elementary school the social studies program is the area of

experience designed to guide children in the development of social concepts. The bases for the selection and organization of activities vary from one situation to another. However, most programs are designed to focus attention upon one of these approaches:

Subject matter disciplines of the social sciences

Related information and understandings concerning certain selected problems

Various cultures of civilization, from the simple to the complex

Certain identified broad areas of living

A series of integrated facts designed to help children arrive at generalizations.

Teachers responsible for planning and developing experiences with and for children generally operate within a given curriculum framework. The scope and sequence of activities suggested in such a framework are the result of an emphasis upon one or more of the above mentioned approaches to the development of social concepts. Such specific curriculum patterns were conceived as the result of much careful study of our society, of child growth and development, and of the psychology of learning. Persons responsible for the development of curriculum materials in social studies had clarity of purpose which dominated the selection and organization of suggested activities.

The concepts children develop through their experiences in the social studies program depend to a large degree upon the teacher's awareness of the ultimate purposes back of a particular curriculum pattern. Every one of the suggested approaches, as originally conceived, has as one of its goals the development of a feeling and understanding of the peoples of the world. There is opportunity in every social studies program to focus attention upon relationships among people

and ways of living intelligently in our world community.

Every classroom teacher, every principal and supervisor should stop periodically and ask himself:

Why are we doing this?

What are these children actually learning from this experience?

What purposes do I have for this activity?

What purposes do children have for this experience?

Serious attempts to answer these questions and to modify our work with children in accordance with the implications of the answers would bring rapid changes in our social studies programs. Here is an example of how it might begin:

An inexperienced teacher was privileged to observe a group of eight-year-olds for several consecutive days. She watched carefully and many times participated in their activities. She helped one small group with the construction of a teepee. She observed the music teacher as she helped the children learn an Indian lullaby. She gave some assistance to a group of children making costumes out of burlap. She walked around the room from time to time during free work periods and helped individuals construct drums, copy poems about Indians, and build individual spelling lists of words met during their reading about Indians.

At the end of a few days, in conference with the teacher whose children she had been observing, this inexperienced teacher asked, "Why are these children studying Indians?"

When she was told the children were interested and that "Indians" was one of the units they were to cover in third grade, she asked another question. "But wouldn't they be interested in almost anything if the teacher did all these things with them?"

A few minutes later she said to the classroom teacher, "Do you hope that these children will learn something from this unit that will help them to see in general why people live as they do? Are you trying to give them a chance to work together in small groups? Do you think it is important that they have a chance to make some choices and plan how they will work?"

A few days later in relating this conference to a consultant the teacher commented, "That young lady set me to thinking. You know, I had never really seriously asked those questions. I found in trying to answer them for her that I had some very fuzzy ideas about the 'why' behind what we are doing. I don't believe I'll ever feel right again about working with children unless I'm sure of why I'm doing what I'm doing with them."

It would be good for the children of America if every classroom teacher had a similar experience and a similar awakening.

What would happen to our social studies programs if such questions were to be asked by each of us? Is it possible that teachers working within a subject-matter framework would be more concerned with helping children to see relationships between content being covered and their living today? Would these teachers begin to help children develop a feeling for the peoples of the world, over and above the acquisition of certain facts of history and geography? In doing these things, is it possible that teachers would begin to focus attention upon the present and to use the study of the past as a basis for understanding the present?

What about the social studies programs which result from the simple culture approaches? Wouldn't our teachers, having faced these questions, make a strong effort to have children gain insights regarding the likenesses of peoples the world over? Wouldn't our children cease to think of the Dutch as peculiar people who wear wooden shoes and baggy trousers? Would our programs be likely to include experiences designed to help children understand the Indians within our own country today, as well as other minority groups?

Might we find children centering their study around real problems of

living rather than artificial problems such as "why is Africa called the darkest continent?" And would it not be true that we would find children participating in the designing of their own school experiences? Would we not see the importance of direct experience in the development of a feeling toward people and the skills and techniques necessary for living well with others?

Regardless of the curriculum framework within which we operate we can and must focus our attention upon the broader social concepts. Children will see relationships and their experiences will have continuity if we will consider of primary importance this basic social need of all—the development of a constructive feeling toward people and the growing management of the skills and techniques essential for working cooperatively with others in taking social action.

To modify our social studies program is not enough. Until we recognize that the entire school experience of children contributes to the development of social concepts, until we see this development as the primary purpose of education with all other purposes a part of it, we shall have failed to assume completely the responsibility society has a right to expect us to assume.

When this responsibility is assumed, it is reasonable to expect that we shall move out of present-day curriculum patterns. Until then let us do what is possible within every social studies program: place primary emphasis upon the broader concepts. But let us not be satisfied with these modifications. Let us be working toward an educational program designed to provide more adequately for the social learnings of our boys and girls.



# Experiences *in* Social Living

By MARY BROWNING  
Supervisor, Kindergarten and Primary  
Louisville, Kentucky

***Incidents recorded by parents,  
children, teachers  
reveal experiences that contributed  
to children's growth in social living***

THERE IS GENERAL AGREEMENT TODAY that praise and appreciation are basic human needs. Everyone enjoys recognition of his effort and achievement. All adults who work with children and youth know that the quality of growth in any area—social, emotional or intellectual—is determined by the kinds of experiences children have. When there is cooperative sharing of materials, ideas, and ideals, everyone benefits and fruitful results ensue.

With these generalizations in mind, teachers, principals, parents, and children were asked to record incidents that illustrated them. Here are some of the incidents that have been recorded:

A school patron who is a piano manufacturer sent a truckload of large plywood boxes to a kindergarten for use in constructing a five-and-ten store, a flower shop, and a millinery shop. A large language chart illustrated with photographs of dramatic play in the shops shows the children's appreciation of this gift of boxes. The chart says:

Bill's father sent us the piano boxes. Judy's father sent us the crates. The fifth grade boys took them apart for us. We all built these stores.

In a first grade class Betty, a Chinese girl, enlisted her father's interest in their art work. He brought to school a lovely painting done on bamboo. The children's appreciation was ex-

pressed in a chart illustrated with a photograph of the Chinese father presenting the picture to the class. Betty was proud of her father's gift to her classroom.

Randy's grandmother made an extensive wardrobe for the doll presented to the kindergarten by the principal of the school. Later at a lunch period Ernie, a classmate who had an ample supply of frosted cookies, donated one to Randy "because his grandmother had made all our doll clothes for us."

Wayne, a five-year-old, on the eve of moving to another city suggested to his mother that he be allowed to give his teacher and classmates a good-by party at school. His mother and dad, deeply conscious of the friendship between Wayne and his teacher, cooperated graciously in his plans. Refreshments, favors, and gifts were the order of the day. The climax came in the reading of a poem in tribute to the teacher, written by Wayne's father.

Many incidents were recorded which showed how teachers had helped children appreciate their parents' contributions to many phases of living. The children expressed their respect and appreciation in letters, charts, and booklets. With considerable pride one clothing poster said:

My mother makes clothes for other people.

My mother works in a cleaners and cleans clothes for others.

My mother makes shirts for people.

One parent traveled a great deal. His presentation of a cotton plant to the class set off excellent enrichment in language, writing and spelling as well as an opportunity to quicken the classes' gratitude for a friendly gesture. Ronald's story is quoted in illustration:

We were studying about cotton in our room just at the time when Sylvia's father went to Alabama. When he came back he brought us a cotton plant with stem, leaves, cotton bolls and even the roots. Some of the bolls were full of white, fluffy cotton and on some the cotton was not showing. So we watched them burst open and the snowy white cotton come out. We planted some of the seeds in a flower pot and now our plants are about six inches tall with eight leaves on each of the two plants that came up. We enjoyed studying about cotton very much.

The housing shortage caused an acute interest in another third grade. The group observed each workman as he helped to erect a home. Reports were developed and records kept of the important responsibilities of the architect, car-



ph  
e to  
gift

phenter, electrician, brick layer, painter, and plumber. The children's generalizations were revealing:

Many people work together to build a new house. These men must be intelligent, dependable, skillful, serious, considerate, healthy, and strong. If they build a good house for us we will always be safe and comfortable.

Growth in self-direction and helpfulness are encouraged by many teachers who permit their pupils to work with each other. Great power in self-evaluation is an outcome. These embryonic teachers show sympathy, tact, and genuine appreciation of their classmates. The following observation taken from their class booklet shows the value of such experiences:

When we were absent because of illness, we missed some of the work. Some of our friends could always show us how to do it. We had lots of fun helping each other.

Children appreciate their own parents, too, and express this comradeship and good will in very telling ways. Bonds are established early that can never be broken. A second grade boy wrote a brief essay for his class booklet and named his story "My Best Friend":

I have two best friends, my daddy and my mother. Daddy is a busy man but he spends some time with me every day. We play games together, read together, go to the children's theatre, and to the auditorium. We go down town together, walking both ways. Last summer we went on a hike and had a picnic. We waded a stream, cooked our lunch, and found a grapevine swing just like the one Daniel Boone used to escape from the Indians.

The attitude of mothers toward a child's school work determines in large measure his own feeling about it. When she says in a letter to the child on "Dad's Night" that "I'm proud of how you are improving your spelling and writing; be calm and keep on trying," one can imagine the delight when her child finds the note on his desk the next day! Wouldn't anyone be inspired after that?

Yes, mothers take time to write notes on the back of questionnaires sent to them to insure a carry-over in some learning situation. After a cooking experience in one third grade, one parent not only checked all the questions and answered in full but she wrote:

I'm so glad you're having these cooking activities at school. Anita's eating habits have changed greatly. She enjoys a greater number of foods and likes to try out new dishes, especially those she knows she should eat.

In this same group several mothers indicated that their children's habits in helping at home, in observing safety practices, and in food conservation had all improved.



Cochran School, Louisville, Kentucky

Betty is proud of her father's gift

Our city libraries function admirably in the schools as is shown by another third grade class booklet entitled "We Gladly Serve Our Library." Here and there we glimpse spontaneous outbursts of appreciation such as:

Everybody is so friendly at the Highland Library that we try to help them in any way we can. For our Christmas present to them, we made a manger scene, finger paintings and some spatter prints. We strung corn for a tree. Mrs. Stoner said it was the first time they had ever had a Christmas tree in the library. She is very good to us, so we enjoyed doing this for her.

Appreciation of all community workers is reiterated again and again in incidents not reported here, showing that teachers today recognize our interdependence upon each other. Every person has a contribution to make. True learning situations provide opportunities to bring theory and practice together and to see that every possible use is made of worth-while experiences.

Great challenges face us, and are we ready for them? With faith in ourselves, our objectives, and each other, and with appreciation of everyone's worth, we cannot fail at anything!

# Making Continuity Possible

*As a school administrator Gladys Potter discusses some factors that make possible the continuity of children's learning experiences: the elimination of grade lines, curriculum planning, transition groups, overlapping materials and equipment, and sufficient space. Mrs. Potter is deputy superintendent of schools, Long Beach, California.*

WHAT IS A SIXTH GRADER? WHAT IS a third grader?

No one can answer these questions satisfactorily. There are as many different periods of growth within any one group as there are children in that group. How to provide continuous educative experience for all children is a constant administrative problem. Restrictions that inhibit teachers from meeting the needs of maturing children merit more study and cooperative effort to eliminate them than has been made thus far.

It is contrary to the laws of learning that children should advance lock step through the artificial grade lines traditional in the public schools of the United States. And yet we continue the pattern.

The basic reason is administrative. Children are graded to facilitate classification, record keeping, and reporting; to expedite the distribution of materials, and to provide a basis for standardization of curricula. Before it is possible to break this pattern the teachers must know that the administration is fully in harmony with the desirability of a continuous educative experience for all children, that the administration will fully support their best efforts to insure continuity of experience, and that other teachers in

their building and in the system share the same philosophy. Then they will accept children where they are and arrange learning experiences accordingly.

The large number of children handled by one teacher in most of our public school classrooms is decidedly a contributing factor to the wide gap which exists between what we know about the need for continuous educational experience and what we do about it. This problem has financial implications and will not soon be solved satisfactorily, perhaps. The solutions of these problems are primarily the responsibility of school administrators. They should attack them directly.

## *Elimination of Grade Lines*

Elimination of grade lines has been more readily accepted in the early years of the elementary school than in the later years. In various parts of the country children five, six, seven, and eight years of age are in primary schools with no artificial grade requirements. Growth in learning has replaced motivation to pass. The teacher continues with the same group of children through several grades and comes to know the children—their growth patterns, and their stage of learning.

Continuity of experience is attained by such a procedure without the break and the adjustments that come when

children face a new teacher and teachers face a new group of children each year. Genuine appreciation of and the needed praise for growth made from year to year can readily be given to a child by a teacher who knows his background and development.

A number of successful attempts has been made in the lower grades of the elementary school to group children on the basis of social maturity. Such classification considers age, mental ability, physical abilities, and social adjustments. Groups are designated by the names of the teachers, by numbers or by letters rather than by grade. Promotional practices make it possible for children to be moved at any time during a school year into a group where the work and/or the companionship are better suited to them.

There is little evidence that desirable practices of the types described have extended beyond the kindergarten, grades one, two, and three. There is great need to continue such administrative practices into the intermediate grades. Nor should it stop there. The transition from the sixth grade to the junior high school is done in most systems without regard for the need for a continuous educative experience. The same difficult transition is experienced as children move from junior to senior high school. To be sure records are sent along but their use is limited. Here again the large numbers of children with whom a teacher is concerned help to defeat the effectiveness of her records.

It is not essential, as I see it, that all grade lines be eliminated to insure better continuity of experiences for children. The essential thing is the recognition of individual differences and the provision within each grade or group to

meet these differences. The acceptance of "that which fits the child at a particular time is right for him at that time" is the vital thing.

There are many ways in which practical implementation may be effected. The understanding of growth and the characteristics of children at various ages, and the knowledge that there are deviates at all ages are essential. With such a philosophy established and practiced, continuity of experience can be provided no matter what the plan of classification may be.

The way in which reading textbooks are used in all of the grades of the elementary school is an index of successful endeavors to make continuity of experience possible without the elimination of grade lines. Once every child in a particular grade used the same reader, willy-nilly. Today in most schools we find the choice of books within a certain grade geared to the reading abilities of the children in that grade. Where such a plan is followed, reading groups within a particular grade may deviate from second to sixth grade in difficulty.

Not as much progress has been made in other subject matter fields as has been made in reading. Perhaps we measure better the abilities of children in reading than in arithmetic or spelling, science or music. At any rate, we find records of the textbooks read by youngsters sent from teacher to teacher and from grade to grade, so that they may progress from one book to another of increasing difficulty.

There is no reason why science, industrial arts, fine arts, and music as well as arithmetic and spelling materials should not be available in every grade in such variety that individual needs of children may be met with continuity.



In curriculum planning school leaders have made a step forward in providing for continuity of experience. The basic needs of children in the various age groups are used as the backlog of any curriculum framework provided for a total school system. When all the teachers of a school system participate in the formation of such a framework, the understanding of what learning is and the values of building on the background of previous experiences become evident to them.

### **Transition Groups**

The early age at which children enter kindergarten in some states has posed a problem that has been met in a number of places by the establishment of junior first grades or "transition" classes. Provision for such groups is indicative of the concern for continuity of educative experiences for all children. Young children who have had a year in kindergarten may continue in transition classes needed developmental experiences in language, manipulation, social adjustment, and experimentation before "book learning" becomes a consideration.

The most difficult problem in establishing transition groups is obtaining the understanding and cooperation of the parents.<sup>1</sup> Parents are familiar with the lock step of kindergarten followed by grade one. They may say to their child, "Next year you will go to first grade and learn to read."

The realization that some children need "to live a little longer" before they are exposed to academic demands that take toll on nervous energy, on coordination, on concentration, on eyes, on

the ability to give sustained attention is vital, if the school and home are to work together for the mutual benefit of the child. Such provisions as a junior first grade are constructive, preventive measures and should carry no stigma of "not passing."

In transition rooms where young children work and play together after a year in kindergarten, the equipment and the materials may be the same as those found in the kindergarten and the first grade: jungle gyms, blocks—both floor blocks and large outdoor blocks, science materials of all sorts, pictures and books and large charts of stories which have been made by the group.

Many media of creative expression are provided but the ways in which these materials are used will be different. Just as surely as a two-year-old may use a wagon to drag blocks and a four-year-old may steer that wagon with himself in it down a slope, a five-and-one-half-year-old may construct with the same blocks a harbor with docks and a lighthouse. When he was four-and-one-half he was interested only in piling them up and knocking them down.

Picture books may have been enjoyed at five-and-one-half because they depicted familiar objects or because they told a story that the child knew. The same books at six-and-one-half may hold interest because there are words that are recognized or details in the pictures never noticed before and of no significance to the younger child. As interest in the printed page or in writing evolve, experiences are afforded each child at his own particular pace.

But there are no requirements of accomplishment that are academic in nature. Confidence, security, vocabulary

<sup>1</sup> *Editor's Note:* In some communities booklets interpreting this plan have been prepared by teachers, parents, and administrators. See review of one such booklet on page 144 of this issue.



development, good habits of work, adjustments to other children, ways of working with others, and opportunities for developing coordination become the vital concern of the teacher because restrictions of the traditional type have been removed.

Provisions for the same variety of equipment and materials that may seem to be overlapping should be made in every grade. The use made of the material will vary. There will be as much variety in the uses as there are varieties in development among the children for whom they are provided.

One of the sharp breaks in school experience comes when a child moves from a kindergarten room with ample space into a first grade room filled with furniture. More and more furniture is being eliminated from first grade classrooms so that the available space may be used to the best advantage.

For many first grade teachers accustomed to the orderly arrangement of a typical classroom, the elimination of furniture may need to be gradual. A few less tables than children may be the first step. A rug and finished floors so that all kinds of activities may take place on them are essential. Such provisions make it easy to bring children together in a group without confusion.

Shelves for storing blocks and space for outdoor play where children may construct, build, paint or climb should be provided for the first graders just as they are for the kindergarten. Until it is easy for first grade teachers to do these things they will continue to follow the traditional pattern.

#### **Organization of the Program**

The organization of the elementary school program into large areas of experience affords an unusual opportunity for group participation on a variety

of developmental levels. If a teacher has followed her group from one year to the next or if the records with which she is provided have been adequate, she is aware of the kinds of experiences most beneficial for each child.

Records of the various possible experiences within a unit of work are kept in many schools. For example, such items as working with clay, weaving, finger-painting, research reading, creative music, dramatic play, storytelling, map making and outlining may be listed. The checks will show which of these experiences each child has had during the development of a particular unit of work. The areas in which needed experiences have been omitted are evident at a glance.

No other way of organizing an elementary school program offers such opportunities for providing for continuous growth as programs organized around large units of work.

#### ***The Future Is Hopeful***

Continuity of experience is more possible in the schools of today than it was in schools of the past. Administrators are more aware of the necessity for continuity. They are more alert to the possibilities for continuity within a sound educational program. They have experimented with ways in which schools may be organized to make it easier for teachers to provide for continuous experiences. Once again the teachers of the younger children have pioneered in implementing the philosophy of meeting individual differences.

The future is hopeful. Concern as to whether a child is a sixth grader or a third grader has already diminished. It will continue to lose importance as concern for continuity of experience increases.

## Program of Action—First World Health Assembly

By MARTHA M. ELIOT, M.D.

*Dr. Martha Eliot, associate chief, U. S. Children's Bureau, was one of three official members of the United States delegation to the meeting of the World Health Organization in Geneva. She reports the program of action adopted at that meeting. Dr. Eliot is a member of the Board of Editors of CHILDHOOD EDUCATION.*

The First World Health Assembly met on June 24, 1948, in the great hall of the Palais des Nations in Geneva, Switzerland, to undertake the task of implementing the provisions of the Constitution of the World Health Organization for the benefit of the peoples of the world. This Constitution was originally adopted by sixty-one nations in July 1946.

An agreement on the definition of health had been reached when the preamble to the Constitution was drafted:

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity . . . health is one of the fundamental rights of every human being . . . healthy development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development . . . governments have a responsibility for the health of their peoples.

The Assembly in Geneva reflected the desire of the fifty-four nations now members of the World Health Organization to reach accord as to the ways of advancing the world's health and to take a long look ahead. During the first year WHO would focus its attention and resources on a few of the most urgent problems that have known solutions and involve large numbers of the world's population. The Assembly mapped out six jobs to which the WHO should give top priority. The first was control of malaria—a disease that kills some three million people every year and incapacitates some three hundred million more. The second was the promotion of maternal and child health. No argument was necessary to convince the representatives of the fifty-four nations that "the children of today represent the whole future of humanity" and that "maternal and child health is a problem of primary importance." The third and fourth were control of tuberculosis and venereal diseases; the fifth, the promotion of better nutrition; the sixth, the im-

provement of environmental sanitation.

The promotion of maternal and child health is of special interest to the readers of CHILDHOOD EDUCATION. It is highly significant that the first assembly of this United Nations body should put promotion of the health of mothers and children so high on its "must" list. For the first time here is a responsible international government organization that not only declares in its program that "maternal and child health is a problem of primary importance" but implements that declaration with a plan for action. The objectives of the maternal and child health program are:

to assist governments in developing services and facilities that will assure adequate maternity care, the best possible chance of survival to infants and, to all children, normal physical growth and development, mental and emotional health and freedom from preventable disease; to pool knowledge, acquire new facts, develop standards of care, demonstrate special services, and the granting of fellowships to students for post-graduate study and for making available visiting experts to aid in training.

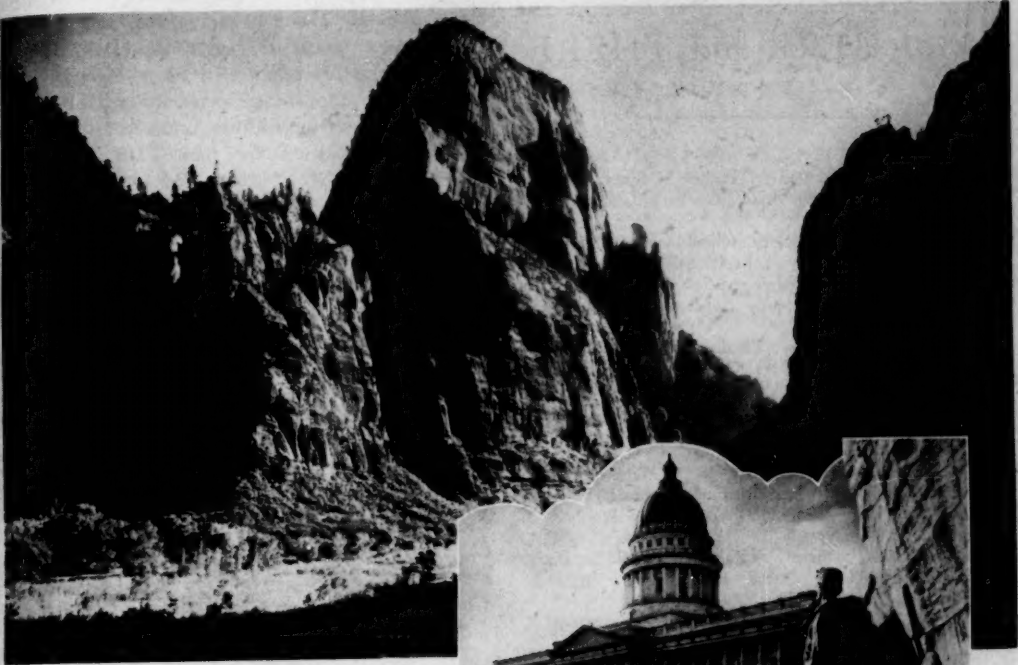
As a beginning, the first World Health Assembly recommended that a program of investigation and study and assistance to governments be initiated, that a section on maternal and child health be established as part of the secretariat of WHO, that an expert committee on maternal and child health be appointed to advise WHO with a panel of corresponding members, and that individuals and teams of experts be employed as required.

The World Health Organization has a total budget of \$5,000,000 for 1949. This sum, though small, makes a start on world health problems possible.

The delegates from the United States came away at the end of the session convinced that the work of the Assembly had shown that fifty-four nations could work together for their common good, that discussions on controversial questions could be held and that arguments, though warm, could result in agreement. As one of the delegates from the U.S.S.R. expressed it "In my country, we have a proverb that says, 'two mountains cannot come together, but two men can.'" East and west and north and south could and did get together on the world's health problems at this historic First World Health Assembly of the World Health Organization.

Salt Lake City, Utah  
April 18-22, 1949

## A.C.E. Study Conference . . .



- *Zion National Park*
- *Utah State Capitol*
- *University of Utah*





# News and REVIEWS . . .

## News HERE and THERE

By MARY E. LEEPER

### Changes

Susie Bellows from State Teachers College, Slippery Rock, Pennsylvania, to State Teachers College, New Paltz, New York.

Gwen Eades from nursery school work in London, England, to Community School, St. Louis, Missouri. Miss Eades, British exchange teacher in 1946-47, participated in the A.C.E. Study Conference at Oklahoma City.

Elizabeth Faddis from Teachers College, Brisbane, Australia, to State Teachers College, Pullman, Washington.

Elizabeth Neterer, principal, Hawthorn School, Seattle, Washington, on leave of absence for three months to help with education program in Korea.

Mrs. Kathrina Outman from the Conference of the Methodist Church, St. Louis, Missouri, to direct children's work in Myers Park Methodist Church, Charlotte, North Carolina.

Jennie Wahlert, principal of Jackson School, St. Louis, Missouri, has been appointed as consultant in early childhood education for the city of St. Louis.

### Margaret J. Sloan

Margaret J. Sloan, a member of the Glassboro Student Branch, State Teachers College, Glassboro, New Jersey, passed away on Friday, May 7. She was twenty-one years old and in her first year of teaching in the Glassboro schools.

Miss Sloan served ably as president of the Glassboro branch during her last eighteen months in college and continued her affiliation with the group after graduation in January 1947. She was active in the organizations of her church, in young people's affairs, and in junior clubwomen activities of her home community.

Miss Sloan's efficiency, merry heart, and bright spirit will be sincerely missed in every group with which she worked.

### Retirement

Ruth M. Havens, head of the kindergarten department of the New Paltz State Teachers College, retired in June after many years of effective service to young children and their teachers.

She at first studied with Alice Fitts and Laura Fisher, later with Patty Smith Hill. Miss Havens was a kindergarten teacher in the Rochester Public Schools for nine years before going to New Paltz.

Miss Havens, long active in the Association for Childhood Education, continues her interest in its work.

### A.C.E. Executive Board Meeting

The Executive Board of the A. C. E. International will hold its annual meeting at the headquarters of the Association in Washington, D. C., on November 26, 27, and 28. At this

time, policies of the organization, activities of committees, branches, state associations, and the headquarters office will be reviewed. The 1949 study conference program will be outlined and the suggestions from branches and voting members on the next Plan of Action will be studied and further developed.

Winifred E. Bain, president, will preside. Readers of CHILDHOOD EDUCATION are invited to suggest matters that should be brought to the attention of the Board.

### Study of Child Health Services

The country-wide study of child health services launched in 1945 has been completed. It was sponsored by the American Academy of Pediatrics and the Children's Bureau of the United States.

The important findings of this million dollar study are now available in every state. For the report on your state, write to the state chairman of pediatrics or to your state department of health.

### Governors Seek Facts on Education

The executive committee of the Governors' Conference is directing a study on public education. The purpose is "to compile a report on the systems of education in the various states for the information of governors and legislatures of the several states."

The study will deal with the elementary and secondary school organization, the set-up of state departments of education, the need for district reorganization, methods for raising school revenue, granting of state aid. It is hoped that the report will be available before the state legislatures meet in January.

### Study of Comic Books

The Fall 1948 number of *Child Study* announces the effort of the Child Study Association of America to help parents and teachers with an appraisal of comic books.

The Children's Book Committee of the Association is gathering and classifying about two hundred of the current comic books. When the survey is complete it will point out changes that have taken place in the six years since the committee made its original study. For further information write to the Child Study Association of America, 221 West 57th Street, New York 19, N. Y.



### **Advisory Commission on Educational Exchange**

The United States Advisory Commission on Educational Exchange appointed last July by President Truman under terms of the U. S. Information and Educational Exchange Act of 1948 met September 10 for a three-day session to inaugurate its duties.

The commission is charged with formulating and recommending to the Secretary of State the policies and programs to be conducted in carrying out the educational exchange provisions of the law.

Under the chairmanship of Bennett Harvie Branscomb, chancellor of Vanderbilt University, the commission devoted its first sessions to a comprehensive study of the state department's educational exchange program.

The commission announced plans for giving major attention at its second session on October 18 and 19 to the question of educational exchanges between the United States and the Communist-dominated countries of Eastern and Central Europe.

In addition, the commission has undertaken a study of the means by which private organizations throughout the United States who are interested in educational exchange projects with other nations may participate in the government's program.

Members of the commission, in addition to Mr. Branscomb, are:

Karl Taylor Compton, president of the Massachusetts Institute of Technology.

Harold Willis Dodds, president, Princeton University.

Martin Rawson Patrick McGuire, professor at Catholic University.

Mark Starr, educational director of the International Ladies Garment Workers' Union.

### **Legislation**

The Social Legislation Service recently published a Social Legislation Summary of the 80th Congress. Some of the items on education are reprinted here as background for legislative activity in 1949:

**FEDERAL AID:** For a decade or more Congress has had before it proposals to provide federal grants-in-aid to the states for the support of elementary and secondary education. During the 80th Congress, a bill (Senate Bill 472) for this purpose came closer to final approval than at any other time. In brief, this bill authorizes the annual appropriation of \$300,000,000 for grants to the states for the general purpose of enabling them to provide a minimum annual expenditure of \$50 per pupil. The bill passed the Senate by a vote of 58 to 22, and was reported favorably by the House Education subcommittee. It was not acted upon by the full committee and did not reach the floor of the House for debate

and action. The sponsors of this bill have indicated that they will reintroduce it in the 81st Congress.

**SCHOOL LUNCH PROGRAM:** Federal aid to the states for the school lunch program was continued. For the fiscal year commencing July 1, 1948, Congress voted an appropriation of \$75,000,000. This amount is \$5,000,000 more than the sum available for the preceding fiscal year, but \$6,000,000 less than the appropriations for the fiscal year ended June 30, 1947.

**LANHAM ACT SCHOOL AID:** Since the war period, Congress has provided financial aid to schools overburdened with war-incurred enrollments. For the fiscal year ended June 30, 1948, Congress had appropriated \$4,500,000 for this purpose. This year, Congress extended this law to include school districts in need of assistance because of reactivation of defense establishments or the operation of new defense activities. Against a maximum appropriation of \$6,000,000 authorized by this law, an initial \$3,000,000 was actually voted.

**VOCATIONAL EDUCATION:** Congress appropriated \$19,842,760 to the U. S. Office of Education for grants to the states during the fiscal year commencing July 1, 1948, for further development of vocational education programs in agriculture, home economics, trades and industries, and distributive occupations. This sum is in addition to the usual annual grants to the land-grant colleges.

**PUBLIC LIBRARIES:** The Senate passed the bill (Senate Bill 48) to provide federal aid to the states for setting up demonstrations of free library service in areas inadequately served or without any kind of library service. The House subcommittee which considered the bill reported it favorably to the Committee on Education and Labor which, however, took no action on the proposal.

Social Legislation Information Service is a nonprofit association which reports impartially on federal social legislation and the activities of federal agencies affecting family life, children, and community services. It takes no position for or against legislation. With severe objectivity it gives complete and simplified analyses of proposed and pending congressional bills. Address Social Legislation Information Service, Inc., 930 F Street, N.W., Washington 4, D. C.

### **Reading Clinic Institute**

The Sixth Annual Reading Clinic Institute at Temple University has been announced for the week of January 31, 1949.

A three-year program of institutes has been planned in cooperation with boards of education. For 1949 the emphasis will be on the semantic or meaning approach to reading. Activities of the preceding institutes will be summarized in terms of the three approaches used: differentiated reading instruction, the integrated language arts approach, and reading needs in content areas. Semantic analysis techniques will be described and demonstrated in relation to developmental and remedial reading.

Half-day sessions have been organized to evaluate local and state reading programs.

## Books for CHILDREN . . .

Editor, MAY HILL ARBUTHNOT

### Reprints

Parents or schools about to purchase books for children's libraries are apt to succumb to the temptation of buying only recent books which are appearing in such confusing numbers. Their beauty and their multiplicity make it difficult to remember the old favorites, beloved by each new crop of children. It used to be doubly easy to forget these so-called child classics when they were to be found only in somber editions with poor print and few pictures. Now the reprints of these choice, old books can compete with the handsomest of the recent books and sell at astonishingly low prices.

### THE RAINBOW CLASSICS. Cleveland, Ohio:

World Publishing Company. A series of reprints including *Heidi*, *The Adventures of Tom Sawyer*, *Robin Hood* (by McSpadden), *Pinocchio*, *Andersen's Fairy Tales*, *Grimm's Fairy Tales*, and many others at a uniform price, \$1.25. Edited by May Lamberton Becker each book is introduced with a lively history of the author and an account of how it happened to be written. These distinctive introductions will appeal to children and heighten their appreciation of the story.

The Rainbow Classics are beautifully bound and well printed on good paper. They are illustrated by distinguished artists with many pages in full color and many more in black and white. Fritz Kredel's pictures for *The King of the Golden River* make this fine, old tale more glowingly alive than it ever was. Hilda van Stockum's pictures for *Hans Brinker*, Louis Slobodkin's for *Robin Hood* and *Tom Sawyer*, Richard Floette's for *Pinocchio* and Roger Duvoisin's amusing *Robinson Crusoe* pictures are especially notable. Other titles are continually appearing in The Rainbow Classics.

### ILLUSTRATED JUNIOR LIBRARY. New

York: Grosset and Dunlap. A series similar to The Rainbow Classics but at three prices, \$1.25, \$2, and \$3. The last is, of course, the deluxe edition for the child's special favorites. Otherwise, the \$1.25 edition will make a durable and beautiful book gift for school or home. The Illustrated Junior Library dupli-

cates many but not all of the titles found in The Rainbow Classics. The Grosset series uses ten full-color illustrations in each, with many drawings and the end papers in full color. Certainly the *Arabian Nights* illustrated by Earl Goodenow is as handsome an edition of this book as a child could ask for. Fritz Kredel's *Pinocchio* and *Grimm's Fairy Tales* are delightful, and Tennyel's unsurpassed drawings for *Alice in Wonderland* have been meticulously reproduced. This series is also adding new titles to its list.

### THE LIPPINCOTT CLASSICS. Edited by

Angelo Patri. Designed by Helen Gentry. Philadelphia. \$2.50. This series, more recent and more expensive than the others, has five titles so far, including *Heidi*, *Pinocchio*, and *Robin Hood*. As might be expected at that price, the books are beautifully illustrated, sturdily bound, and well designed. Angelo Patri's introductions are delightful.

### Science Stories

### AMIK. THE LIFE STORY OF A BEAVER.

Written and illustrated by Luis Henderson.

New York: Morrow, 1948. Pp. 158. \$2.50. The beaver may not be a romantic animal but his wisdom and his skills make a fascinating story which most young wild life lovers will enjoy. Mr. Henderson tells this story with scientific accuracy and a richness of details that both children and adults will find absorbing. The beaver's ventilation of his underwater abodes, his ability to repair them, his fight against underwater traps set illegally near to his house make an exciting and amazing record. Ages 10-14.

### VULPES, THE RED FOX. By John and Jean

George. Illustrated by Jean George. New York: Dutton, 1948. Pp. 184. \$2.50.

This talented husband-wife team have produced a remarkable synthesis of powerful text and superb pictures. The result is a book about a red fox and his hunters which will delight readers from twelve years old to any age. Here is no lugubrious saga of the hunted but a mettlesome record of a magnificent young fox who loves the hunt and deliberately teases the hounds to come out and have a run.

Vulpes is described from his puppy days when he learns his first lessons about man, his

(Continued on page 138)



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1913 was an especially happy year for nine-year-old Sally in Texas.

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Illustrated by Wesley Dennis

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An unusual summer spent camping and studying piano in the Pennsylvania hills.

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"Good, authentic modern Western with plenty of action."

—Library Journal

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Phil joined Rogers' Rangers and was in on the exciting campaign at Ticonderoga.

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Charming verses and pictures about virtues, angels, and Bible figures.

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By Marie Hall Ets

About a stubborn little automobile who wanted the whole road to himself.

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A gay, happy story with balloons, four-leaf clovers, and a runaway horse.

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### MR. FLIP-FLOP

By Helen Garrett

Illustrated by Garry MacKenzie

Bears and children swing on the rings in a wonderful barn.

Ages 6-9 \$2.00

### ROBBUT: A TALE OF TAILS

Written and Illustrated by

Robert Lawson

Rabbit Hill rabbit who wants any tail but his own.

Ages 6-10 \$2.50

### SAM AND THE SUPERDROOP

Written and Illustrated by Munro Leaf

A frothy tonic for children with comic-bookitis.

Ages 8-12 \$1.50

### THE TWENTY-ONE BALLOONS

Written and Illustrated

by William Pène du Bois

John Newbery Medal, 1948. "Extraordinary story that will be claimed by every member of the family." —Saturday Review

\$2.50

## STORIES FROM OTHER COUNTRIES

### ...France...

### PANCAKES-PARIS

By Claire Huchet Bishop

Illustrated by Georges Schreiber

Friendship between two G.I.s and the Dumont family in postwar France.

Ages 7-10 \$2.00

### ...England...

### THE DOLLS' HOUSE

By Rumer Godden

Illustrated by Dana Saintsbury

A memorable book for children by the famous English novelist.

Ages 7-11 \$2.50

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### CANADIAN SUMMER

Written and Illustrated

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Outdoor adventures and family fun in this sequel to the much-loved MITCHELLS.

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### ...Tibet and India...

### DAUGHTER OF THE MOUNTAINS

By Louise Rankin

Illustrated by Kurt Wiese

The exciting story of a Tibetan girl's quest for her stolen Lhasa terrier.

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### THE WITCH OF

### SCRAPFAGGOT GREEN

By Patricia Gordon

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### IN NORWAY

By Gudrun Thorne-Thomsen

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## Books For Children

(Continued from page 136)

guns, and his traps through his bachelor days, his mating, and his full maturity when he is the handsomest, wildest fox in the countryside. The story is full of the sweetness of life as well as its dangers; the toughness of dogs, men, and foxes, and the swiftness of death. For death comes to Vulpes at last as surely as it came to old Joe, the fox hound. The glorification of the hunt is a point of view not all readers can share but the gallantry of Vulpes will make a sure appeal.

### Social Studies

**YOU AND THE CONSTITUTION OF THE UNITED STATES.** By Paul Witty and Julilly Kobler. Pictures by Lois Fisher. Chicago: Children's Press, 1948. Pp. 64. \$1.50. In an edition which is uniform with *You and the United Nations*, this book presents the Constitution of the United States to children with the same lucidity and humorous eye appeal.

Last year Mr. Witty was so impressed with a high school student's prize-winning essay on "What America Means to Me" that he and Miss Kohler decided to use it for the opening

section of this book. It represents America as a kind of Freedom Train carrying its remarkable conglomeration of passengers, amusingly pictured by Lois Fisher.

The other three sections of the book present a lively history of people and events leading to the drafting of the Constitution, then a briefing of the Articles in understandable terms and finally, the complete Constitution for fuller reference. Miss Fisher's cartoons are not only funny but genuinely interpretative.

This book will be a valuable addition to children's libraries at home or in school. Ages 10 to 16.

**SUMMER AT YELLOW SINGERS.** By Flora Bailey. Illustrations by Ralph Ray. New York: Macmillan, 1948. \$2.50. Written by a person who likes and knows the modern Navaho Indian, *Summer at Yellow Singers* is an unusually valuable addition to Indian literature for children. Jon and Judy, the leading characters, accompany their ethnologist father on a summer expedition, living with the Navahos in a hogan and entering completely and happily into their lives. They eat the same food, wear the same clothes, join in the communal work, and take part in all the ceremonials. When the time to go home comes at last, Jon and Judy are almost Navaho, in their own minds at least, and part with their Indian friends with warm regret. Ages 8 to 12.


## Books for TEACHERS . . .

Editor, BEATRICE J. HURLEY

**SOCIETY AS THE PATIENT.** By Lawrence K. Frank. New Brunswick, New Jersey: Rutgers University Press. 1948. Pp. 395. \$5.

A collection of Lawrence K. Frank's writings in professional journals over the past twenty-five years, the thirty essays represent part of his outstanding contribution to western thought and culture. That *society can change*, that culture resides in us, and that it is possible, if we but try, to develop and maintain some kind of decent social order in which human kind can conserve and further extend human personality is the belief he expresses in the title essay. He conjectures that an examination of the psychosomatic data now available on inherited traits, folkways, the powers and anxi-

(Continued on page 140)




### What Book is That?

**By Ruth Harshaw & Dilla MacBean**

A collection of book programs, book quizzes, games and questions. Here is material for Book Week projects, club stunts, Scout groups and fun at home.

In chapters such as *Book Information*, *Please-Name the Book*, *You're on the Air*, questions, short dramatizations and radio skits present unique and interesting facts about books which will stimulate children's interest in books and reading as fun.

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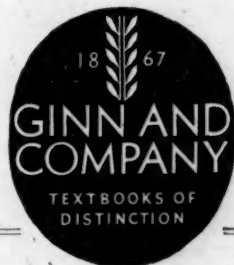
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## Books For Teachers

(Continued from page 138)

eties and aspirations of many generations of mankind will reveal directions from which both diagnosis and treatment might proceed.

Many professional persons, especially college people working with students in psychology and child development, will welcome this volume enthusiastically. So much of the dynamic nature of growth and development is stressed that one leaves the reading and rereading of these essays with a definite lift and assurance that he has the capacity to change society for the good. How differently, then, can we work with the child who is disturbed, troubled, sick—probing for the reasons behind behavior. We understand why he acts this way and confidentially say, "But he does not need to continue to act this way. Culture is in us. It can change."

Margaret Mead has said of this book:

These essays are a unique record of the contributions of one of the most fruitful minds of our time to the creation of a climate of opinion within which human beings in an age of change can begin to take their fate into their own hands. No one thinker has combined such a range of scientific knowledge with such a continuing determination that the knowledge should be used at once to free mankind from the stranglehold of confusion and outworn traditions. As each new scientific discovery has appeared as a faint gleam on the horizon, Lawrence Frank has seized it, shaped it to the purposes of humanity, and worked simultaneously to prepare lay thinking to receive its fertilizing impact.

**FOUNDATIONS FOR AMERICAN EDUCATION.** By Harold Rugg. Yonkers, New York: World Book Company, 1947. Pp. 826. \$5. This encyclopedic volume presents a basic framework for an educational program for American schools of tomorrow. The author has set down what he regards as primary knowledge in five related fields: psychology, social sciences, the arts, ethics, and education proper.

The pressing need for the better training of teachers is perhaps the strongest point made. Mr. Rugg continually points out how trifling and trivial are most content and methods courses in college; how little really significant knowledge prospective teachers receive; how devastating are the results of fifty years of scientific method in education; how pressing is the need for a consciously designed program of American education. His vigorous plea for a higher order of creative living in our schools

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should cause teachers to look at their ways of living and working with students and to search diligently for better ways of bringing about esthetic development.

The author deals ably and dramatically with the shifts in thought of this modern era—from authority to experience, from mechanism to organism. He lists fifteen basic scientific concepts for a design for a new educational program some of which this reviewer questions as being real concepts. They are, however, thought-provoking statements and should challenge the artist-teachers of America to rebuild both the theory and the practice.

**GIVE YOUR CHILD A CHANCE.** By Lenore Turner. New York: The Georgian Press, Inc., 1948. Pp. 164 \$1.50. "Parents, by increasing their insight and knowledge, have it in their power to start children toward freedom, poise, and happiness. The emotional wounds that lead to personality problems, and sometimes to mental illness, could be prevented by more enlightened training of the very young." Thus Lenore Turner speaks out for children by helping parents know more about their physical, emotional and social growth.

The chapters that deal with feeding, toilet training, management, sex education, fears, nervousness, and bad habits offer very concrete, sensible, and entirely sound help and advice. They are packed with ideas and facts of development and child care that so many young mothers have to find out the hard way or not at all. The last chapter deals with day nurseries and nursery schools—when it is advisable to send a child, and how to select a good one.

The book is easily read and should serve to reassure many an anxious mother.

**EDUCATION FOR INTERNATIONAL UNDERSTANDING IN AMERICAN SCHOOLS.** By the Committee on International Relations of the National Education Association, the Association for Supervision and Curriculum Development, and the National Council for the Social Studies. Washington, D. C. 1948. Pp. 241. \$1. This extensive and timely report summons the teaching profession of the United States to unite in planning and executing an educational program for a peaceful world. The following long range goal of education for international understanding is stated: "world peace and human welfare, achieved, and maintained through a peaceful

Examination for teachers of Kindergarten-Primary Grades (1-2) in the Chicago Public Schools will be held February 26, 1949.

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world order operating through international organizations." The measure of success for a school program is stated as: "the extent to which our young people act as world-minded citizens."

The ten marks of a world-minded American as set down in chapter two and elaborated in chapter three are significant and supply an immediate point of departure for educators who are formulating and developing school programs. Chapters three, four, and five contain pertinent, practical suggestions for ways teachers interested in developing international understanding may move forward with children. Chapter six gives a bibliography of teaching aids and sources.

This publication should find immediate use in all American elementary and secondary schools. Its message is vital.

**PRACTICAL HANDBOOK FOR GROUP GUIDANCE.** By Barbara H. Wright. Chicago: Science Research Association, Inc., 1948. Pp. 225. The author does not, as the title suggests, set up "units" or "programs" as such. "The maturity levels of adolescents vary so much, their interests and needs are so capricious that it is impossible to assume that any one outline will be suitable for all groups," she says. "The trouble is that most schools are geared to a mythical 'average' student who is the product of mathematicians, not of 'Mother Nature'."

The author provides a background that promotes better understanding of the growth and development of the junior and senior high school child. This is good. More and more schools are recognizing that the feelings, the ambitions, the interests and hates of a pupil, as well as his mind, come to school. To help each child we need not only the specialists but all who are intimately concerned with children.

Groups have personality as well as individuals. The author advocates experiences that will be vital and worthwhile. She states:

Just as each individual's personality is the result of his experiences, so the group personality is the result of its experience. If you set up very arbitrary rules and regulations you keep pupils from entering into social relations with each other and thus block group development. Guiding a group requires neither dominance nor lack of control.

This book should be helpful for all junior and senior high school teachers who are advisers for home rooms, clubs or class groups.—HELEN R. DOELE, psychologist, Nutley Junior High School, Nutley, New Jersey.

## Bulletins and PAMPHLETS...

Editor, MURIEL CROSBY

### For Serious Consideration

Current problems of concern to all people are considered in three recent bulletins:

#### THESE RIGHTS ARE OURS TO KEEP.

By Jerome Ellison. Public Affairs Pamphlet No. 140. New York 16, New York: Public Affairs Committee, Inc., 22 East 38th Street. Pp. 31. Twenty cents. A summary of the sections of *To Secure These Rights*, a report of the President's Committee on Civil Rights. Scenes of racial and religious discrimination prevailing in communities all over our country are depicted. No one who appreciates our American heritage can escape the challenge presented. "What you can do" and "what you can read" to develop a better understanding of the problems are suggested.

#### CURRICULUM IMPLICATIONS OF ARMED SERVICES EDUCATIONAL PROGRAMS.

By Samuel M. Goodman. The Commission on Implications of Armed Services Educational Programs. Washington, D. C.: American Council on Education. Pp. 101. \$1.25. It is generally recognized that the armed services educational programs were effective in achieving the purposes they set out to achieve. There have been many attempts to interpret their implications for education. This report is a thoughtful and provocative one. It gives credit to the basic principles and practices in good civilian education.

#### MAJOR FINDINGS AND RECOMMENDATIONS IN THE STUDY OF PROFESSIONAL LABORATORY EXPERIENCES.

By Margaret Lindsey. American Association of Teachers Colleges. May be obtained from Charles W. Hunt, State Teachers College, Oneonta, New York. Pp. 16. Price not given. Deals with curriculum patterns in teacher education programs and how to develop effective curricula for student teachers. It treats briefly the problem of professional laboratory experiences for student teachers. This study seems to have significance for shaping teacher education programs in the future.



## We Live in School

From time to time, this column reviews the bulletins prepared by public school systems to orient the parents of children entering school for the first time. The quality of these publications continues to improve and to be suggestive to everyone interested in better school-home relationships.

**DAVID GOES TO KINDERGARTEN.** Prepared by the Department of Instruction in Cooperation with the Department of Elementary Education. Denver, Colorado: Public Schools. Unpaged. Price not given.

This publication hits a new high in the materials prepared for the orientation of parents. The A.C.E. idea of a portfolio and leaflets is credited, along with Denver parents and teachers, for this outstanding piece of work. Brief, readable leaflets provide general information on community facilities, getting ready for kindergarten, registration, local information, living in the kindergarten, speech centers, health and safety, and home and school working together.

(Continued on page 144)



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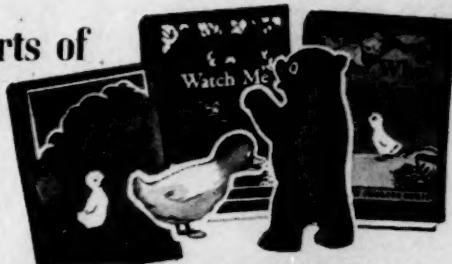
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**OUR KINDERGARTEN YEARBOOK.** *Zeeland, Michigan: Public Schools. Unpaged.*

*Twenty-five cents.* Unique among kindergarten primary materials, this bulletin provides through pictures and text a picture of a year in the kindergarten. Two factors make it different from other booklets of this kind: First, the kindergarten year is presented in the form of an annual report. Second, the report has a personal quality which will make it particularly appealing to the citizens of Zeeland.

**THE JUNIOR PRIMARY IN HILLSBOROUGH COUNTY.** *By Martha King Alexander. Tampa, Florida: The Hillsborough County Board of Public Instruction.*

*Unpaged. Price not given.* Pictures and text describe the Hillsborough County plan for giving children a good start in school, how the junior-primary functions and, best of all, reveals what can happen in a community when an alert, local A.C.E. group initiates and leads in community action for children.

***The Nursery Years and Before***

Here are two publications everyone interested in the very young child will wish to own.

**ENJOY YOUR CHILD.** *By James L. Hymes, Jr. Public Affairs Pamphlet No. 141. New York 16, New York: Public Affairs Committee, Inc., 22 East 38th Street. Pp. 32.*

*Twenty cents.* James Hymes has done it again! He has given us a readable guide to interpreting the behavior of very small children. His approach is a reasonable one which emphasizes the guidance of children through the use of common sense. Harried parents and nursery school workers will feel much better after reading this bulletin. Highly recommended.

**ESSENTIALS OF NURSERY EDUCATION**

*Prepared by the Publications Committee of the National Association for Nursery Education. Chicago 5, Illinois: The Association, 430 South Michigan Avenue. Pp. 32.*

*Fifty cents.* This bulletin presents an excellent "picture" of nursery education. Sections on the development and contributions of nursery education, personnel, general policies, and significant references are interesting. The section "Planning the Educational Program" is exceptionally well done. This booklet is valuable for students of nursery education.

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